DOCUMENT RESUME

ED 477 255 CE 085 043

AUTHOR	Maxam, Susan
TITLE	Emerging Technologies.
INSTITUTION	Delta Pi Epsilon Society, Little Rock, AR.
PUB DATE	2002-00-00
NOTE	175p.; Bulk of document printed from CD-ROM. The CD-ROM is not available from ERIC.
AVAILABLE FROM	Delta Pi Epsilon, P.O. Box 4340, Little Rock, AR 72214 ($20). Web site: http://www.dpe.org/ .
PUB TYPE	Guides - Classroom - Learner (051) -- Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01/PC08 Plus Postage.
DESCRIPTORS	*Business Education; *Career Education; Career Exploration; Computer Literacy; Computers; Educational Technology; High Schools; *Internet; Junior High Schools; *Learning Activities; Postsecondary Education; Research Methodology; Secondary Education; Standards; Teaching Guides; Technological Advancement; *Technology Education; *Web Based Instruction; World Wide Web
IDENTIFIERS	Electronic Learning; Speech Recognition; Voice Recognition

ABSTRACT

This document consists of the user's guide to and printouts from a CD-ROM that is designed to show how teachers at the middle school, secondary, and postsecondary levels are using the Internet and World Wide Web as tools in the learning process. The user's guide contains the following items: (1) a table of contents of the CD-ROM; (2) an introduction to the materials on the CD-ROM; and (3) the names and addresses of the individuals who contributed learning activities. The printouts comprise learning activities and lesson plans for learning materials focusing on the following topics: (1) careers and career exploration; (2) Internet research to conduct business; (3) using and creating World Wide Web materials; (4) creating and using World Wide Web materials and building and troubleshooting computers; and (5) using voice/speech recognition as a tool in inputting documents. The individual lesson plans contain some or all of the following items: objectives; grade level recommendations; pertinent National Educational Technology Standards for Students, lists of prerequisites and/or materials needed; descriptions of and instructions for written and/or oral student assignments; capstone activities; transparency masters; and sample documents (including sample resumes and questionnaires). (MN)

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EMERGING TECHNOLOGIES . . .

by
Susan Maxam

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Emerging Technologies . . .

by

Susan Maxam

Published by
Delta Pi Epsilon
National Honorary Professional Graduate Society in Business Education

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Online Application/Resume Online Application	Postsecondary Secondary	Chris Peterson Pontiac, Illinois
What Career is Right for You?	Postsecondary Secondary Middle School	Kelly Wilkinson Columbia, Missouri

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Team Industry Internet Long Report	Postsecondary Secondary	Darlene Pibal Macomb, Illinois
Research on Women in Business Using the Internet	Postsecondary Secondary Middle School	Darcelle White Ypsilanti, Michigan
Arranging an Overseas Trip	Postsecondary Secondary Middle School	Dorothy Dean East Peoria, Illinois

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Web Skills Evaluation Activity	Postsecondary Secondary Middle School	Eileen Dittmar Grand Rapids, Michigan
Project-Based Research	Postsecondary Secondary Middle School	Susan Maxam White Lake, Michigan
Animating GIFS Samples of Student Animated GIFs Marilyn Lee - Sample 1 Chris Summerfelt Justin Look Marilyn Lee - Sample 2 Nilay Patel Dori Walstrom Cory Hinz Iori Suzuki	Postsecondary Secondary Middle School	Christine Memler Glenbrook, Illinois

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Section 6: Learning Activities Focusing on Using Voice/Speech Recognition as a Tool in Inputting Documents

Unit Topic	Grade Level	Contributor
Voice/Speech Recognition Lessons -Using Dragon Naturally Speaking -Using Microsoft Office XP	Postsecondary Secondary Middle School	Kim Larsh Mesa, Arizona Bonnie Brockman Jefferson City, MO Bill Mitchel Sun City, AZ

View an example of a state's standards with voice recognition as part of the Business Education Standards: Missouri Knowledge and Performance Standards as a web page or as a PDF file

An Introduction by
Dr. Susan Maxam, Editor

Section 1 talks about Emerging Technologies from Computer to Voice Technolgy to... In any given year this term means different things to different people. This year palm pilots and keychain-size hard drives are gadgets that make technology use easier. Digital databases containing assets like video on demand and virtual field trips are emerging. In this CD-ROM, we explore how teachers are pushing the classroom walls out into the world, replacing "bricks" with "clicks" using the technology as tools in the learning process.

Access is becoming available in the schools to the latest and greatest technology with high-speed access to the Internet. Emerging technologies include PDAs and probes used to solve authentic problems to the wonders of multimedia and keychain-size hard drives that plug into USB ports. All these tools make the learning process easier. Teachers are integrating these emerging technologies into all levels of learning from pre-kindergarten through the university and in all content areas. Student-centered learning becomes a reality when students learn to think critically about information they are accessing, synthesize data and information received from multiple sources, and use that information to solve problems and evaluate solutions. When this type of learning takes place, teachers give up control over discrete tasks to be learned and become facilitators of the learning process that supports lifelong learning.

In Section 2, business teachers have developed Internet learning activities focusing on careers and career exploration. The Internet offers wonderful search opportunities for career information. A wealth of career sites are available for teachers looking to develop authentic career portfolios, and sample student work is available.

Using the Internet to research business-related topics is the focus of Section 3. The six sample learning activities provide a variety of activities that can be modified and used in middle school, secondary, and postsecondary classes anywhere.

Creating and using web materials generates enthusiasm and creativity in most students. When students are encouraged to explore their own ideas and use Internet resources and multimedia software to construct innovative projects, their creativity flourishes. How to use the Internet for effective research as well as the ability to evaluate web resources found are part of the process. Section 4 presents activities focusing on using and creating web materials.

In a two-semester course of computer applications, many different approaches can be integrated into the curriculum. Section 5 is a continuum of activities from creating and using web materials to communicating with e-mail pals to building and troubleshooting computers.

In an era when some business educators are struggling with who teaches keyboarding and where it is taught in the curriculum, others are moving toward voice and speech recognition as a vital tool in the business education curriculum. Included in Section 6 are learning activities for two leading voice recognition systems as well as one state's standards for speech recognition.

A sampler of Internet and multimedia resources are provided in the Appendix for those interested in exploring emerging technologies such as webcasting and digital databases. In addition, some resources are provided for assistive and voice recognition technology.

In each of the lessons, the **National Educational Technology Standards for Students (NETS)** are identified, as appropriate, for middle school and secondary students. The Standards outline technology foundation standards for all students PreK-12 across all content areas. These standards were developed by the International Society for Technology in Education (ISTE, 2000). More information may be found on their web site: <http://www.iste.org>.

Whenever a DPE publication is released, there are always many people behind the scenes that contributed to the publication. For this Emerging Technology CD, Dr. Janice Schoen Henry (Southern Illinois University, Carbondale, IL; jshenry@siu.edu) and Dr. Marcia Anderson (Southern Illinois University, Carbondale, IL; mandersn@siu.edu) are to be commended for their support and encouragement of this project. Special thanks also go to Dr. Robert B. Mitchell, the DPE Executive Board, and the DPE Publications Committee for their continuing support of this project and other outstanding DPE publications (DPE National Office, P.O. Box 4340, Little Rock, AR 72214; dpe@ipa.net).

Finally, talented proofreaders are always needed in order that publications are as error-free as possible. This editor is especially grateful to Dorothy Dean (Business and Information Systems Department, Illinois Central College, East Peoria, IL; Ddean@icc.cc.il.us) and Sue Reid (Business Education Associates, Lansing, MI; reidjs@pilot.msu.edu) for their expert attention to detail and proofreading and formatting skills.

Directions for using the CD: It will open automatically in any PC CD-ROM;however, it is not cross-platformed for the MacIntosh.

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Tammy Thomas and Robin Grice
- Identify A Hoax

Beth Benner and Victoria Swope
- Urban Legends

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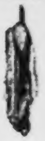
Marilyn Lee
Justin Look
Nilay Patel
Chris Summerfelt
Iori Suzuki
Dori Walstrom

CD only has fictitious names

Student 1

Student 2

Student 3



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Section 1, Emerging Technologies ... from Computers to Voice Technology to...

An Introduction by
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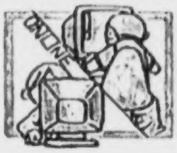

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Appendix

In each of the lessons, the National Educational Technology Standards for Students (NETS) are identified, as appropriate, for middle school and secondary students. The Standards outline technology foundation standards for all students PreK-12 across all content areas. These standards were developed by the International Society for Technology in Education (ISTE, 2000). More information may be found on their web site: <http://www.iste.org>.

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Emerging Technologies

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The National Office of Delta Pi Epsilon is located in Little Rock, Arkansas. For more information, please contact: the National Office.

Section 3:	Learning Activities Focusing on Internet Research to Conduct Business
Section 4:	Learning Activities Focusing on Using and Creating Web Materials

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Section 5:	Learning Activities Focusing on Creating and Using Web Materials and Building and Troubleshooting Computers
Section 6:	Learning Activities Focusing on Using Voice/Speech Recognition as a Tool in Inputting Documents

Home

Lesson Topic

Career Exploration Project

Contributed by: Cathleen Ray
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cathleenray@adelphia.net

Objectives

- Research Internet resources to locate a career/job of interest.
- Explore career descriptions, qualifications, compensation, advantages, disadvantages, and opportunities for advancement.
- Create an electronic presentation slide show about your career interest area including text, clip art, animated effects, sound, video, and transitions.
- Present your slide show orally to classmates informing them of your career area.

Grade Level Recommendations

This lesson may be used for postsecondary, secondary, or middle school students.

Prerequisite

Basic knowledge of presentation software and Internet navigation. This activity is typically used as a final project after students have learned the basic skills of creating an electronic presentation and the fundamentals of effectively searching Internet resources.

Resources/Materials Needed

Access to Internet and age-appropriate search engines
Slide show presentation software

Assignment/Student Directions

A Computer Applications Activity
Career Exploration Project

Career exploration can help guide your future as well as enhance your technological skills. This learning activity will expand your electronic presentation skills, fine tune your Internet navigation and search skills, and strengthen your oral communication skills while investigating various career opportunities and career resources.

Instructions

1. Search the Internet resources to find a career/job that is of interest to you. If you have a specific career in mind, using an Internet search engine will likely be the most efficient method of searching. If you are unsure about the career you would like to research, below are URLs to assist you as you begin your information search. While exploring the various sites, look for information pertaining to a job/career description, qualifications, compensation, advantages, disadvantages, and opportunities for advancement.

www.careers.org/
www.careerkey.com
www.careermosaic.com
www.job-hunt.org
www.jobsource.com
www.jobtrak.com
www.career-pro.com/index.htm
www.4work.com/
www.aboutwork.com/
www.nationjob.com
www.collegegrad.com

2. Create an electronic slide show using presentation software. The text for the slide show is the information retrieved from searching the Internet. The basic slide show must include text, clip art, animated effects (builds), and transitions. However, you are encouraged to be as creative as possible using sound, video, and graphics from the Internet when appropriate. The length should be 5-8 slides.
3. Demonstrate your finished project to the class in a 5-minute oral presentation. Classmates will have the opportunity to view your electronic presentation as well as learn about potential career options.
4. Print out a copy of your career exploration activity for your school's guidance office. Your research may be used to help future students who have an interest in the career you selected.

NETS Standards and Performance Indicators for Grades 9-12:

Standard	Performance Indicator	
2	1.	Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs.
3, 4	5.	Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence).
4, 5, 6	7.	Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity.
3, 5, 6	8.	Select and apply technology tools for research, information analysis, problem-solving, and decision-making in content learning.

NETS Standards and Performance Indicators for Grades 6-8:

Standard	Performance Indicator	
3, 5	4.	Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support

		learning and research.
5, 6	8.	Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.
2, 5, 6	10.	Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.

Home

Lesson Topic

Career Preparation Unit

Contributed by: **Wanda Splear**
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Herscher, IL
splearwk@hsd2.k12.il.us

Objectives

- Research career options and select three career options.
- Develop a resume, cover letter, and follow-up letter.
- Develop skills and knowledge appropriate for the job interview and job applications.
- Develop a career portfolio and professional employment portfolio.

Grade Level Recommendations

This lesson may be used for postsecondary or secondary students.

Resources/Materials Needed

Word Processor
Access to Internet

Assignment/Student Directions

Office Technology Career Preparation

Access Office Technology Career Preparation Web Site and complete assignments as directed.

Note to Instructor

Samples of student work are provided by clicking here. In this Internet web lesson, students will complete a thorough career development portfolio including the following elements:

Complete Career Interest Surveys to determine career options via the Internet.
http://www.myfuture.com/secondary/career/ch_interestquiz.html
http://career.missouri.edu/holland/
http://www.ncsu.edu/careerkey/you/
http://www.review.com/Career/

Complete company and career research.
http://www.thepaperboy.com.au/welcome.html
http://www.nationjob.com/allcomps/
http://www.bls.gov/oco/

Create cover letter.
http://www.landjob.com/
http://www.careerprospector.com/resource_sections.cfm?theSection=11&article=9
http://www.vcu.edu/safweb/careers/strategy/letters.html
http://www.careerlab.com/letters/default.htm

Create resume.
http://www.wm.edu/csrv/Resume/Resume1.htm
http://www.rose-hulman.edu/Users/groups/CareerServices/HTML/sample_resumes.html
http://beloit.edu/~facs/onlinejobsearch/createresume.htm

http://www.kirkwood.cc.ia.us/careerresources/quest/q2resver.htm
http://www.resume.com/content/samples.html
http://beloit.edu/%7Efacs/onlinejobsearch/resume6.htm

Summarize job interviewing techniques - types of interviews.
http://careers.lmu.edu/InterviewingSkills/copywrite.html
http://www.sla.org/chapter/ctor/toolbox/career/success.htm
http://www.collegegrad.com/book/15-7.shtml
http://www.collegegrad.com/intv/dress.html
http://www.mnworkforcecenter.org/cjs/cjs_site/dress.htm
http://careermag.com/content/misc/sitemap.asp
http://content.monster.com/jobinfo/interview/
http://www.selectrecruiters.com/info/advice.html
http://jfg.girlscouts.org/How/Work/interview.htm
http://www.bostonsearch.com/CareerGuide/intquestions.asp
http://www.jobweb.com/Resources/Library/Interviews__Resumes/Interview_Ordeals_95_01.htm
http://www.wm.edu/csrv/Interview/ask.htm
http://www.joblink-usa.com/interview.htm
http://www.adventuresineducation.org/HighSchool/hs_jobint.htm
http://www.techtalent-inc.com/successfulinterview.htm

Summarize job interviewing techniques - virtual interviews.
http://content.monster.com/jobinfo/interview/virtual/
http://www.careers.lon.ac.uk/advice/vintvw.htm

Compose thank-you letter.
http://www.vcu.edu/safweb/careers/strategy/iviewletter.html
http://jobsearch.about.com/library/weekly/aa082398.htm
http://www.jobweb.com/Resources/Library/Interviews__Resumes/Sample_Thank_You_72_01.htm
http://www.susanireland.com/thankyouletters.htm

Research acceptance letters, rejection letters, and resignation letters.
http://www.upenn.edu/careerservices/sw/sswcorrsp.html
http://www.cals.wisc.edu/students/csaftltr.html
http://owl.english.purdue.edu/handouts/pw/p_acceptancemodel.html
http://www.andrews.edu/CPPS/cho/srejlet.htm
http://www.i-resign.com/uk/letters/
http://www.rockymountainjobs.com/CareerGuide/resignation.asp
http://www.ocasppcp.uc.edu/help/help9.htm
http://safetynet.doleta.gov/resume.htm

Create employment portfolio.
http://www.nichols.edu/ocs/portfolios/
http://www.bsu.edu/students/careers/documents/portfolio
http://workinfonet.bc.ca/youth/mindgallery/portfolio.htm
http://www.collegeview.com/career/res_covers/career_port/getstart.html

NETS Standards and Performance Indicators for Grades 9-12:

Standard	Performance Indicator	
2	1.	Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs.
3, 4	5.	Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence).

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4, 5, 6	7.	Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity.
3,5,6	8.	Select and apply technology tools for research, information analysis, problem-solving, and decision-making in content learning.
4, 5, 6	10.	Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.

NETS Standards and Performance Indicators for Grades 6-8:

Standard	Performance Indicator	
3, 5	4.	Use content-specific tools, software and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research.
4, 5	7.	Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom.
5, 6	8.	Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.
2, 5, 6	10.	Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.

Click here to start music

Office Technology

Career Preparation

WELCOME *to the Career Preparation Unit.*

This unit will allow students to research their career options, develop a resume, cover letter, and follow-up letter, and develop skills and knowledge appropriate for job interviewing and job applications. Students will also develop a career portfolio.

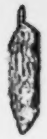
Complete the follow sections in order:

● Part 1: Career Interest Surveys	● Part 4: Cover Letter	● Part 7: After the Interview
● Part 2: Online Job Search	● Part 5: Resume/Interview Preparation	● Part 8: Other Employment Related Letters
● Part 3: Research Companies and Careers	● Part 6: Job Interviews	● Part 9: Employment Portfolio

Send me your critique!

Created by Wanda Splear

August 1999, Revised November 2001



Home

Lesson Topic

Career Preparation Unit

Contributed by: **Wanda Splear**
Herscher High School
Herscher, IL
splearwk@hsd2.k12.il.us

Objectives

- Research career options and select three career options.
- Develop a resume, cover letter, and follow-up letter.
- Develop skills and knowledge appropriate for the job interviewing and job applications.
- Develop a career portfolio and professional employment portfolio.

Sample Student Work as Web Pages

Cover Letter 1	Resume 1	Thank-you Letter 1
Cover Letter 2	Resume 2	Thank-you Letter 2
Cover Letter 3		

Sample Student Work as PDF Files

Cover Letter 1	Resume 1	Thank-you Letter 1
Cover Letter 2	Resume 2	Thank-you Letter 2
Cover Letter 3		

Katlin Lorene Brown

402 S. 1200 Western. Road u Pontiac, IL 60917 u 815-555-1715 u KLBrown@hotmail.com

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March 29, 2000

Ms. Mindy Herrin
Great American Insurance Companies
Crop Division
7625 North University, Suite A
Peoria, IL 61614

Dear Ms. Herrin:

In the *Peoria Journal Star,* I read the advertisement for a customer service representative/ underwriting clerk on March 22, 2000. Please consider me an applicant for the position advertised.

I have gained good working knowledge of computers and office machines through numerous high school courses, such as office technology and advanced keyboarding. Office technology has taught me many skills--transcriber, typewriter, copy machine and desktop calculator--while studying telephone techniques and filing rules. In addition, by taking all advanced English classes, I have greatly improved my spelling and grammar skills in composing formal papers and business letters. Also, through courses like Algebra I, Algebra II, and geometry, I have gained valuable math skills. While being a student secretary for the business director at Herscher High School, I have learned the importance of following directions carefully.

As indicated on my enclosed resume, I have experience in the insurance business and am currently working for Country Companies Insurance. As a result, I have acquired valuable knowledge in customer relations, data entry, and hands-on insurance skills. Due to my part-time job, after-school activities, and honor roll grades, I have also learned how to manage my time wisely.

I would like the opportunity to meet with you in person to discuss this position in further detail. I can be contacted at (815) 555-1715 (home) after 5:00 p.m. I look forward to hearing from you.

Sincerely,

Katlin Lorene Brown

Enclosure

Katlin Lorene Brown

402 S. 1200 Western Road u Pontiac, IL 60917 u 815-555-1715 u KLBrown@hotmail.com

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March 29, 2000

Secretary Search Committee
Office of Family Life
Dioceses of Peoria
412 NE Madison Avenue
Peoria, IL 61603

Application for Secretarial Position

In the *Peoria Journal Star,* I read your advertisement for a secretary position on March 22, 2000. Please consider me a qualified applicant for this position.

During high school, I gained good working knowledge of computers and office machines through numerous courses, such as office technology and advanced keyboarding. While enrolled in advanced keyboarding, I learned the Microsoft Office Suite. Along with advancing my Microsoft skills, I became familiar with equipment, like the transcriber, typewriter, copy machine, and desktop calculator as well as studying telephone techniques and rules of filing.

As indicated on my enclosed resume, I have experience in business and am currently working for Country Companies Insurance. As a result, I have acquired valuable knowledge in customer relations, data entry, and direct communication. While being a student secretary for the business director at Herscher High School, I have learned the importance of follow directions carefully.

I would like the opportunity to meet with you in person to discuss this position in further detail. I can be contacted at (815) 949-1719 (home) after 5:00 p.m. I look forward to hearing from you.

Katlin Lorene Brown

Enclosure

Clara Jean Downing

100 Second Street ◦ *Normal, IL 61761* ◦ *309-438-5551* ◦ *cjdowning@anywhere.net*

November 13, 2001

Ms. Rebecca Bartolomenni
Caterpillar Inc.
100 N.E. Adams Street
Peoria, IL 61629-1490

Dear Ms. Bartolomenni:

Please accept this letter and resume as my application for the Management Internship I saw posted on www.erecruiting.com on September 2. The position listed fits well with my future career plans and college course work.

As indicated on my enclosed resume, I am a sophomore at Illinois State University with a Business major. I am focused in the fields of management and finance and plan to graduate in December 2003. The related business courses, which I have completed include: Financial Accounting, Applied Calculus, Introduction to Business, Accounting 166, and Principles of Economics.

As a management intern, I feel I have many assets to offer such a respectable company like yours. While employed at JK Steel Erectors, Inc., I gained valuable experience in dealing with customers. In addition, I acquired the necessary skills to handle accounts payable, accounts receivable, payroll duties, and basic bookkeeping.

As a result of this past experience and responsibilities, I have learned the importance of time management and communication in a fast-paced business. As a potential employee, I am looking forward to the opportunity of working for a successful, well-known company. To schedule an interview or discuss other internship possibilities, please contact me at your convenience at (309) 436-1721.

Sincerely,

Clara Jean Downing

Enclosure

Katlin Lorene Brown

Current: *141 W. Fourth Street* u *Peoria, IL 61606* u *309-674-5551* u
KLBrown@hotmail.com
Permanent: *402 S. 1200 Western Rd.* u *Pontiac, IL 60917* u *815-555-1715*

OBJECTIVE

To obtain a summer accounting internship position utilizing my education while also allowing me to contribute my hard work and dedication to the overall success of the company.

EDUCATION

Bradley University
Peoria, IL 61606
Will Graduate in 2005 with a Masters in Accounting
GPA 3.4/4.0

EMPLOYMENT

University Sport Shop, Service Representative
August 2001 - present
Responsible for promoting sales, designing shirts, producing products, monitoring customers, and handling orders

Kankakee Federal Savings Bank, Customer Service Representative
March 2000-Augues 2000
May 2001-August2001
Responsible for performing transactions, balancing cash drawer, handling telephone calls, marketing products, organizing sales promotions, verified ATM cash and customer relations

Country Companies Insurance, Secretary
February 1999-March 2000
Responsible for answering phones, organizing files, reporting claims, preparing documents, and addressing customers

These jobs have given me experience with responsibility, dependability, and loyalty in a work environment, as well as dealing with customers and other employees.

SKILLS

- Microsoft Word, Excel, Access, Outlook, and PowerPoint
- Scanner, transcriber, desktop calculator, digital camera, copy machine, and typewriter skills
- Keyboarding skills – 60 words per minute

HONORS AND ACTIVITIES

- Women's Social Sorority Member, Sigma Kappa

- Sigma Kappa Favors Cabinet Member
- L.E.A.D. member
- Dean's List- Spring 2001
- Bradley Scholarship
- Volunteer with Adopt-A-Highway

Deborah Montana

○ 520 Jefferson ○ Normal, IL 61761 ○ 309-434-1555 ○ dmontana@ilstu.edu

OBJECTIVE

To obtain a full-time summer position for 2002 with Caterpillar that will allow me to gain valuable management experience in a fast-paced company. Furthermore, allowing me to utilize my past work experience and classroom knowledge in a constructive beneficial manner.

EDUCATION

Illinois State University, Normal, IL 08/00 – 05/04
Bachelor of Science
Major: Business Management
Minor: Industrial Technology – Construction Management
Sequence: Entrepreneurship and Small Business
Overall GPA: 3.34/4.0

EMPLOYMENT

Bisaillon Excavating, Inc., Kankakee, IL 05/01 – 09/01
Member – Local 150 Operating Engineers Union

- Acquired the necessary skills to operate heavy machinery for a successful fast-paced construction company.
- Gained valuable experience in working with many different types of people and the importance of teamwork.

JK Steel Erectors, Inc., Bonfield, IL 11/98 – 08/00

- Developed a strong understanding of daily business activities in a successful company while meeting deadlines and working with colleagues.
- Learned how to effectively manage accounts payable, accounts receivable, and payroll account.

SKILLS

- Accounting Skills – payroll activities, accounts payable, accounts receivable, bookkeeping
- Computer Skills – Word, Excel, Power Point, and Internet Skills

HONORS AND ACTIVITIES

- Delta Sigma Pi Professional Business Fraternity Secretary
- Recipient of the Kankakee County Zonta Business Scholarship
- Member of Local 150 Operating Engineers Union

REFERENCES

Available Upon Request.

Katlin Lorene Brown

402 S. 1200 Western Road u Pontiac, IL 60917 u 815-555-1715 u KLBrown@hotmail.com

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April 5, 2000

Ms. Mindy Herrin
Great American Insurance Company
Crop Division
7625 North University, Suite A
Peoria, IL 61614

Dear Ms. Herrin:

Thank you for taking the time to interview me on Monday, April 3, 2000. It was a pleasure meeting with you to discuss career opportunities at Great American Insurance Company. I also appreciate the tour of your facilities and the opportunity to meet other employees. Your company has an outstanding reputation, and I would welcome the chance to join your team.

The entire experience has confirmed my desire for employment as a representative/underwriting clerk. My work experience as a secretary for Country Companies Insurance has well prepared me for this position. Based on my interview, I think I would fit in well with the Crop Division staff.

Thank you again, Ms. Herrin, for the experience of getting to know your organization better. I look forward to hearing from you in the next two weeks.

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Katlin Lorene Brown

Home

Lesson Topic	**Contributed by:**	**Melinda McCannon, Chair**
Get That Job – Online from A to Z		Division of Business and Social Science Gordon College Barnesville, GA M_MCCANNON@falcon.gdn.peachnet.edu

Objectives

- Investigate personality and interest tests and determine best careers for self.
- Research opportunities available in career area(s) selected.
- Using Internet job classified sites, locate jobs in career area(s) selected.
- Create effective cover letter and resume to be sent via e-mail as attachments.
- Research career information including salaries and potential employers.
- Analyze and prepare answers to typical interview questions.
- Locate company websites and locations using Internet resources.
- Create effective post-interview communications, such as a thank-you letter.

Grade Level Recommendations
This lesson may be used for postsecondary, secondary, or middle school students

Resources/Materials Needed
Word Processor
Access to Internet and age-appropriate search engines

Assignment/Student Directions

Get that Job
On-line from A to Z

Activity: Using sources from the Internet, complete a job-search process. Use sources that you discover on the Internet, or use the suggestions given by the instructor. The steps may sometimes be done during class in the computer lab. Other times the steps are assigned and must be completed by you at home or in the lab. Sometimes the reports are oral; sometimes they are written.

1. Self-assessment

Take personality tests and interest tests. Learn what careers would be suitable based on the results.

http://www.bgsu.edu/offices/sa/career/resources/index.html
http://www.review.com/college/colMajorSC.cfm
http://www.review.com/career/
http://www.ncsu.edu/careerkey/

2. Job Exploration

Having decided on a career, research the opportunities available.

http://www.review.com/career/
http://www.idg.net/go.cgi?id=475787
http://www.bls.gov/oco/ or http://stats.bls.gov/ocohome.htm (location is being changed)
http://www.acinet.org/acinet/

3. Job Searching

To find a job within a specific career choice, you have many options. You may use search engines to find a particular newspaper to explore the classifieds.

http://www.thepaperboy.com/welcome.html

You may use any of the following job listing websites or use any other that you have found:

http://www.headhunter.net/JobSeeker/Index.htm?siteid=cmhome
http://www.monster.com
http://www.ajb.org/

4. Writing the Cover Letter and Resume

Learn how to write cover letters and resumes. Then create a cover letter and resume, and send them as attachments to an email to your instructor.

http://jobstar.org/tools/resume/index.htm (URL loads slow--lots of information)
http://www.careerlab.com/letters/

5. Preparing for the Interview

Researching Salaries - Learn how much salary you might command based on different factors.

http://www.careers.wsj.com
http://jobstar.org/tools/resume/index.htm and then click on salary on side menu
http://www.homefair.com

Researching the Company - Gather specific information about the company you are interested in so that you will be familiar with the company when you write your cover letter and when you interview with them.

Use search engines to locate the company's web page, or use one of the following:

http://home.sprintmail.com/~debflanagan/
http://careers.yahoo.com/careers/company.html

Dressing for Success - Find information on what to wear to the interview and then explore different retail stores.

http://www.careermag.com/newsarts/collegearts/stein3.html
http://www.collegegrad.com
http://www.dressforsuccess.org/

http://www.jcpenney.com
http://www.brooksbrothers.com
http://www.gap.com

Practicing for the Interview - Explore the types of questions that may be asked in an interview and learn what types of questions to ask an employer during the interview.

http://www.job-interview.net/
http://www.home.jobopenings.net/interview_tips.htm#answer

6. Locating the Company

Use mapping websites to find the location of a specific company and get driving/transportation directions.

http://www.mapsonus.com
http://www.freetrip.com
http://maps.yahoo.com/

7. Write a Thank-You Letter

Learn how to write a thank-you letter following your interview. Then e-mail it as an attachment to your instructor.

http://www.careerlab.com/letters/chap13.htm
http://www.studentcenter.com/brief/thank/thankhow.htm

NETS Standards and Performance Indicators for Grades 9-12:

Standard	Performance Indicator	
2	1.	Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs.

3, 4	5.	Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence).
4, 5, 6	7.	Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity.
3,5,6	8.	Select and apply technology tools for research, information analysis, problem-solving, and decision-making in content learning.
4, 5, 6	10.	Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.

NETS Standards and Performance Indicators for Grades 6-8:

Standard	Performance Indicator	
3, 5	4.	Use content-specific tools, software and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research.
2, 5, 6	10.	Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.

Home

Lesson Topic

Online Application and Resume

Contributed by: **Chris Peterson**
Pontiac High School
Pontiac, Illinois
petersonc@pontiac.k12.il.us

Objectives

- Organize information and write clearly and concisely.
- Clarify career goal, collect the information necessary to complete a resume, and search for careers using the Internet.
- Create professional resume and cover letter of superior quality.
- Fill out an online resume form completely and correctly.
- Search for employment using occupational websites.

Grade Level Recommendations

This lesson may be used for postsecondary or secondary students.

Resources/Materials Needed Word Processor
Access to Internet and age-appropriate search engines

Directions to the Teacher

Online Application and Word Processed Resume Lesson Plan

This unit of study will teach the student to use the computer (in terms of word processing system software), to write a resume for academic or professional job-hunting goals. Students will develop their own hard copy of a resume in a word processing program. Students will also learn to use the Internet to search for jobs. As practice, students will submit an online resume to the instructor. By using examples on the Internet and those provided by the teacher, the student will be able to construct a resume hard copy and a resume form with virtual ease, thus meeting curriculum unit goals as set by the instructor.

Time Needed to Complete Unit

Three lessons. Approximately four days total, including 1/2 day at the end to discuss results of the online resume.

Lesson 1

Overview of Lesson: Introduce students to the basic formatting for a resume. Discuss why resumes are so important and what employers look for in a resume. Teach margins, tabs, spell check, grammar check, thesaurus, and other features related to using word processing programs to develop a resume. Students will then learn the contents of the resume: Present and Permanent (optional) Address, Career Objective, Education, Special Skills related to Job, Work Experience, Additional Experience/Awards, Activities, and References.

Teaching Plan: Using the Overhead Projector or presentation software, begin developing basic sections of a resume. Each student works on his/her own, but class works together as a group. Each person will have a dummy resume at the end of this lesson.

Handouts: Students will be given three sample resumes.

Lesson 1 Evaluation/Assessment
Instructor will monitor work ethic and progress of each student while answering any questions along the way. Dummy resumes will be viewed and recorded for a completion grade of 10 points.

Lesson 2

Overview of Lesson: Students will use the given information and previously sampled and created resumes to complete their own resume. Correct use of margins, tabs, spell check, grammar check, thesaurus, and other features will be evaluated as well as the appropriate contents of the resume: Present and Permanent (optional) Addresses, Career Objective, Education, Special Skills related to Job, Work Experience, Additional Experience/Awards, Activities, and References.

Teaching Plan: Instructor will move around the room to answer questions and evaluate student performance. Students will work on own with the instructor working as a facilitator.

Lesson 2 Evaluation/Assessment
Instructor will monitor work ethic and progress of each student while answering any questions along the way. Final resumes will be printed and submitted for a 50-point grade.

Lesson 3

Overview of Lesson: Students will learn where to look for jobs online, how to use online resources to better their resumes, and how to complete an online resume form. Students will use their own resume to accurately put the information into the form. When finished, students will print two copies of the completed form. Copy one will be submitted for a grade of 40 points, and copy two will be used to discuss the results.

Teaching Plan: Using presentation software, the teacher will demonstrate how to use the Internet to search for jobs. Each student will work at his or her own computer, but the class will stay together as the online form is filled out. Each student will load the online resume onto his/her own computer, fill out the form, and print it for a grade of 40 points. Students will also need to use their word-processed resume for reference for filling out each section. The instructor will discuss key words to put in the resume, and then students will be allowed to fill out the form on their own.

Lesson 3 Evaluation/Assessment
The instructor will monitor work ethic and progress of each student while answering any questions along the way. Form resumes will be printed and submitted for a 40-point grade.

Directions for Changing the Online Application
Instructors may copy the online application from the CD and substitute in their own e-mail address for the "SUBMIT" ACTION="mailto:johndoe@aol.com" in the form code. If one's e-mail address were xyz@delphia.k12.us, then that would be keyed in place of johndoe@aol.com in the code mailto:xyz@delphia.k12.us. Any browser that allows one to edit the HTML language will allow you to scroll to the bottom of the online application document and find the "SUBMIT" ACTION="mailto:johndoe@aol.com" in the code. Simply replace the e-mail address and resave the document. Current web software

programs such as FrontPage and Dreamweaver also allow one to easily create forms.

Unit Evaluation/Assessment
The student's two resume projects (word-processed resume and form resume) will be evaluated on the following components and criteria:

Appearance (25%)--Eye-catching, appropriate format, choice of fonts (determined by creativity of student).

Content (25%)--Concise; not overly verbose, clear job objective, display appropriate skills on resume, use of "action words" as outlined in user manual.

Spelling and Grammar (20%)

Proofreading (20%)--Students should check through all content areas of project for grammatical areas not covered by the spell checker.

Class Participation (10%)--Participation in teacher-guided discussions and "brainstorming," time on task, and work ethic.

NETS Standards and Performance Indicators for Grades 9-12:

Standard	Performance Indicator	
2	1.	Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs.
3, 4	5.	Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence).
4, 5, 6	7.	Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity.
3,5,6	8.	Select and apply technology tools for research, information analysis, problem-solving, and decision-making in content learning.
4, 5, 6	10.	Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.

Home

Welcome to an Online Resume

Please fill out each section to the best of your ability.

Name

Last　First　Middle Initial

Gender ● Male ○ Female

Social Security Number (7 digits)

- -

Birth Date

January | 01 | 1975

Permanent Address

Line 1

Line 2

Line 3

Line 4

Current Address

Line 1

Line 2

Line 3

Line 4

Phone Number (Area Code in parenthesis) **Email Address**

Employment Objective

Education

You may enter two optional formal education sections. (Most recent first)

School 1:
Degree:
GPA:
Major:
Minor:
School 2:
Degree:
GPA:
Major:
Minor:

Work Experience

You may enter up to three previous/current work experiences. (Most recent first)

Employer 1:
Year Began:
Year Left:
Position(s) held:
Employer 2:
Year Began:

Year Left:
Position(s) held:
Employer 3:
Year Began:
Year Left:
Position(s) held:

Special Awards/Recognitions

References

Reference 1
Relation
Email Address
Work Phone (with Area Code)
Home Phone (with Area Code)

Reference 2
Relation
Email Address
Work Phone (with Area Code)
Home Phone (with Area Code)

Reference 3
Relation
Email Address
Work Phone (with Area Code)
Home Phone (with Area Code)

Home

Welcome to an Online Resume

Please fill out each section to the best of your ability.

Name

Last First Middle Initial

Gender ● Male ○ Female

Social Security Number (7 digits)

- -

Birth Date

January 01 1975

Permanent Address

Line 1

Line 2

Line 3

Line 4

Current Address

Line 1

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Line 3

Line 4

Phone Number (Area Code in parenthesis) **Email Address**

Employment Objective

Education

You may enter two optional formal education sections. (Most recent first)

School 1:
Degree:
GPA:
Major:
Minor:
School 2:
Degree:
GPA:
Major:
Minor:

Work Experience

You may enter up to three previous/current work experiences. (Most recent first)

Employer 1:
Year Began:
Year Left:
Position(s) held:
Employer 2:
Year Began:

Year Left:
Position(s) held:
Employer 3:
Year Began:
Year Left:
Position(s) held:

Special Awards/Recognitions

References

Reference 1
Relation
Email Address
Work Phone (with Area Code)
Home Phone (with Area Code)

Reference 2
Relation
Email Address
Work Phone (with Area Code)
Home Phone (with Area Code)

Reference 3
Relation
Email Address
Work Phone (with Area Code)
Home Phone (with Area Code)

Home

Lesson Topic

What Career is Right for You?

Contributed by:

Dr. Kelly Wilkinson
University of
Missouri-Columbia
Columbia, MO
wilkinsonk@missouri.edu

Objectives

- Identify the importance of personal characteristics and career choice.
- Analyze personal characteristics.
- Describe the role of personality in career choices.
- Research the Internet for career options.

Grade Level Recommendations

This lesson may be used for postsecondary, secondary, or postsecondary students.

Resources/Materials Needed

Word Processor
Access to Internet

Assignment/Student Directions

What Career is Right for You?

Procedures

Discuss with students the role of personality in making career decisions. Emphasize the need for students realize that certain careers need specific personality traits. Give examples.

Ask students to write down what they perceive are their personality traits. Examples of traits would be shy or outgoing, thinking or feeling, orderly or carefree.

Have the students go the Keirsey Temperament Sorter
http://www.keirsey.com/
http://www.davideck.com/online-tests.html (This site has another personality test available for use as well as the personality profile information.)

The students should take the test to determine their characteristics and print the results. Discuss each category (categories are identical to the Myers-Briggs Indicator categories).

When the students have their category, have them go to their personality profile page identified upon completion of the Internet form.

Have the students print their particular profiles, read through the document, and identify careers that best fit their personality type. Some profiles name specific careers and others identify general career areas. Ask students to discuss the people that fit their profiles identified at the profile site.

After the students have identified careers that match their personality types, have them go to the Occupational Outlook Handbook site and examine two careers that the students identified.
http://www.bls.gov/oco/

Each student should write a brief paper comparing his/her chosen career with personality traits and address why that career does or does not fit his/her personality. The student should also address what education is needed for the career, the expected salary of the career, and its future in the job market.

Closure

This activity addresses the need for students to have a realistic view of their personalities and careers for which they are best suited. Students can prepare for these careers by directing their coursework in the area of their chosen field.

NETS Standards and Performance Indicators for Grades 9-12:

Standard	Performance Indicator	
3, 4	5.	Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence).
4, 5, 6	7.	Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity.
3,5,6	8.	Select and apply technology tools for research, information analysis, problem-solving, and decision-making in content learning.
4, 5, 6	10.	Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.

NETS Standards and Performance Indicators for Grades 6-8:

Standard	Performance Indicator	
3, 5	4.	Use content-specific tools, software and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research.
4, 5	7.	Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to

		develop solutions or products for audiences inside and outside the classroom.
5, 6	8.	Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.
2, 5, 6	10.	Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.

Delta Pi Epsilon

National Honorary Graduate Society
Promoting Excellence in Research and Teaching for Business

Emerging Technologies

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Team Industry Internet Long Report	postsecondary secondary	Darlene Pibal Macomb, Illinois
Research on Women in Business Using the Internet	postsecondary secondary middle school	Darcelle White Ypsilanti, Michigan
Arranging an Overseas Trip	postsecondary secondary middle school	Dorothy Dean East Peoria, Illinois
Exploring Insurance Using the Internet Health and Life Insurance Activity Liability Insurance Activity Property Insurance Activity	postsecondary secondary	Kelly Wilkinson Columbia, Missouri
Myths, Urban Legends, Hoaxes, Spams, and Scams Jennifer Ronchetto and Josh Long - Computer Viruses & Myths Janna Bauer and Randi Thornton - HoaxKill Service Tammy Thomas and Robin Grice - Identify A Hoax Beth Benner and Victoria Swope - Urban Legends	postsecondary secondary	E. Rebecca Limback Warrensburg, Missouri

The National Office of Delta Pi Epsilon is located in Little Rock, Arkansas. For more information, please contact: the National Office.

Section 1	Introduction - Emerging Technologies ... from Computers to Voice Technology to ...
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Section 4	Learning Activities Focusing on Using and Creating Web Materials
Section 5	Learning Activities Focusing on Creating and Using Web Materials to Building and Troubleshooting Computers
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Lesson Topic

Internet-Related Activities--
Research, Report and Presentation

Contributed by:

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Irving, TX 75061
lkarr@irvingisd.net

Objectives

- Research business-related topic using Internet, library resources, and networking skills.
- Demonstrate multitasking skill between Internet and word processing.
- Demonstrate cut, copy, and paste techniques from the Internet to the word processor.
- Compose and key a business letter requesting additional information about the topic they have chosen for their Capstone Activity.
- Proofread the letter to ensure that it is mailable.
- Address an envelope using current address standards.
- Key business report including outline, title page, reference page, and bibliography.
- Present report findings to peers using presentation software.
- Prepare report documents for portfolio.

Grade Level Recommendations

This lesson may be used for postsecondary, secondary, or middle school students.

Resources/Materials Needed

Access to Internet and age-appropriate search engines
Slide show presentation software

Directions to the Instructor

Internet-Related Activities-- Research, Report and Presentation

Capstone Activity--Report Processing Research

This lesson enables students to develop competencies needed to succeed in the workplace of the 21st Century. The student uses the keyboard by touch to format basic documents for business and personal use. The student researches the topic of their choice using various resources, including the Internet, library resources, networks, etc. The student keys a business letter requesting additional information and proofreads the letter to ensure that it is mailable and addresses an envelope.

It is recommended that this capstone activity be a collaborative effort with other classes. This performance task may be adapted to be a team project. Due to the fact the students will be requesting information from an outside source, ample time should be given for this activity. The student should include these documents in his/her portfolio.

Capstone Activity--Business Report

The student keys a business report and formats pages of the report, including a title page, a reference page, and bibliography. The student formats an outline. The student prints the report and proofreads the report for accuracy. The student should include these documents in their portfolio.

The teacher may incorporate a Document Production Test into this performance task to assess speed and accuracy development.

Capstone Activity--Oral Presentation

The student gives an oral presentation to the class using presentation software about the Internet research topic they have chosen.

Assignment/Student Directions

1. Research the topic of your choice using various resources, including the Internet, library resources, networking, etc. Suggested topics include but are not limited to:

> **Telecommuting.** The office of the 21st Century will be located in the employee's home changing the way that business has been conducted in the past. Video conferencing, e-mail, and Internet business will replace traditional trends. Explore the endless possibilities of e-commerce as well as the benefits and the problems associated with this new concept.
>
> **E-tail.** Shopping on the Internet has never been so easy. Research various types of retail businesses who have set up shop on the information superhighway. What are the pros and cons to this type of retail selling from the company and consumers' point of view?
>
> **Careers for the 21st Century.** With the ever-changing workplace and retail business through the Internet, research what careers will be in demand in the 21st Century. Include information about the skills required and education needed.
>
> **Repetitive Motion Injuries.** Repetitive-motion injuries, like Carpal Tunnel Syndrome, have been on the rise since the introduction of the personal computer. Research the various types of injuries, preventive measures, and treatments associated with repetitive-motion injuries.
>
> **QWERTY vs. DVORAK.** Did you know that there are actually two types of keyboards--the QWERTY and the DVORAK? Research both keyboards and their history. If possible, test the DVORAK keyboard and give a demonstration to the class.

Suggested Software Web Sites:

Sponsoring Organization	URL	Brief Description
Amazon	http://www.amazon.com	Books and More

Career Path	http://www.careerpath.com	Job Listings and Career Development
Career Web	http://www.careerweb.com/	Job Listings and Career Resources
Paul Marxhausen	http://www.engr.unl.edu/ee/eeshop/rsi.html	Repetitive Motion Injuries
CommerceNet	http://www.commerce.net/	E-commerce
Delta Pi Epsilon	http://www.dpe.org/	Business Education Resources
DVORAK International	http://www.dvorak.com/	The DVORAK keyboard
E-Bay	http://www.ebay.com/	Personal Trading Community
EINET Galaxy's Business and Commerce Directory	http://galaxy.einet.net/galaxy/Business-and-Commerce.html	Business Directory
E-toys	http://www.etoys.com/etoys/index.html	E-tail toys
Excite	http://www.excite.com	Search Engine
Web100	http://metamoney.com/w100/	100 Biggest American Corporations
Hot Jobs	http://hotjobs.com/	Job Listings and Career Resources
IBM, Inc.	http://www.ibm.com/	E-commerce
National Business Education Association	http://www.nbea.org	Business Education Resources
PBS	http://www.pbs.org/teachersource/search.htm	Curriculum link
Search Engine Directory	http://www.searchenginecolossus.com/	Search Engine Directory
Small Business Administration	http://www.sbaonline.sba.gov	Small Business Administration
South-Western Educational Publishing	http://www.swep.com/keyboarding/index.html	Keyboarding Forum

Texas Business Education	http://www.tbe.uh.edu/kb.stm	Keyboarding Curriculum Framework
Web Commerce Today	http://www.wilsonweb.com/research/	Research Room on Electronic Commerce (E-commerce)

2. Key a business report from research collected and format pages of the report, including a title page, reference page, and bibliography. Form an outline. Print the report and proofread it for accuracy. Include this document in your portfolio.
3. Prepare and present your research findings to the class using presentation software.

Evaluation/Assessment
Assessment rubrics are provided for evaluation of student work for the Internet Research Assignment, Business Letter Checklist, Business Report Assessment, and Oral Presentation. Click on preferred format for the assessment (PDF or Web Page).

NETS Standards and Performance Indicators for Grades 9-12:		
Standard	Performance Indicator	
2	1.	Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs.
2	3.	Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole.
3, 4	5.	Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence).
4, 5, 6	7.	Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity.
3, 5, 6	8.	Select and apply technology tools for research, information analysis, problem-solving, and decision-making in content learning.
4, 5, 6	10.	Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.

NETS Standards and Performance Indicators for Grades 6-8:		
Standard	Performance Indicator	
3, 5	4.	Use content-specific tools, software and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research.

4, 5	7.	Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom.
5, 6	8.	Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.
2, 5, 6	10.	Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.

Student's Name ____________________

Date______________________________

Internet Research Assessment*

Criteria	Present 1-2 Points	Not Present 0 points
Use search strategies		
Proper netiquette		
Multitask		
Complete message addressing request		
Cut, Copy, Paste		
Total Points		

***Adapted from Zeliff, Nancy and Schultz, Kimberly. (1998). Authentic Assessment in Action: Preparing for the Business Workplace, Little Rock, AR: Delta Pi Epsilon.**

Student's Name ____________________

Date______________________________

Business Letter Checklist*

-10 points each	**Comments/ Points deducted**
Missing Section	
-5 points each	
Section in Wrong Position	
Correct Style	
Letterhead (if used)	
TM = 2 inches	
LM = RM = 1 inch	
BM = at least 1 inch	
Body Spacing (SS w/in, DS between)	
Alignment (if used)	
Centering (if used)	
Date (Spelled Out))	
Salutation (Includes Title	
Complimentary Close (1st Letter Capitalized)	
Typed Signature/Position (Attractively Formatted)	
Initials (lower case)	
Attachment/Enclosure (correct one used)	
-2 points each	
Each Typo	
Total = **Percent =** **Grade =**	

*** Adapted from Zeliff, Nancy and Schultz, Kimberly. (1998). Authentic Assessment in Action: Preparing for the Business Workplace, Little Rock, AR: Delta Pi Epsilon.**

Student's Name ____________________

Date ______________________________

Business Report Assessment*

Group Name			
Student Name			
Criteria	**2 pts**	**1 pt**	**0 pts**
As Group: Each member presents			
Discuss purpose and intended audience			
Demonstrates understanding of topic			
Provides Summary			
Response(s) to questions asked			
Individually: Eye Contact with Audience			
Poise			
Voice			
Knowledge of topic			
Produces Business Report			
Total Points			
Comments:			

* Adapted from Zeliff, Nancy and Schultz, Kimberly. (1998). Authentic Assessment in Action: Preparing for the Business Workplace, Little Rock, AR: Delta Pi Epsilon.

Student's Name ____________________

Date ______________________________

Oral Presentation Rubric*

Group Name			
Student Name			
Criteria	**2 pts**	**1 pt**	**0 pts**
As Group: Each member presents			
Discuss purpose and intended audience			
Demonstrates understanding of the Capstone Activity Topic			
Provides Summary			
Response(s) to questions asked			
Individually: Eye Contact with Audience			
Poise			
Voice			
Knowledge of the Capstone Activity Topic			
Produces a written report			
Total Points			
Comments:			

*** Adapted from Zeliff, Nancy and Schultz, Kimberly. (1998). Authentic Assessment in Action: Preparing for the Business Workplace, Little Rock, AR: Delta Pi Epsilon.**

Home

Lesson Topic

Team Industry Internet Long Report

Contributed by: Dr. Darlene Pibal
IMDS, Western Illinois University
Macomb, IL
Darlene_Pibal@ccmail.wiu.edu

Objectives

- Participate in team brainstorming activity to select industry and topics of study within the industry.
- Determine scope of project and assign individual and group responsibilities as well as due dates for project.
- Collaborate extensively on weekly progress reports and final report.
- Investigate web sites for one industry and observe communications with customers and web visitors.
- Examine how the Internet is being used as a tool for e-commerce.
- Compare and contrast three companies within an industry on services, marketing strategy, and company profits.
- Compare and contrast company web pages for message, use of pictures and graphics, and user friendliness.
- Communicate with selected companies using e-mail to research in-depth questions on company practices.
- Collaborate among team members and prepare a written, formal business report about the selected industry.

Grade Level Recommendations

This Team Industry Internet Long Report may be completed by students at the secondary or at the postsecondary level.

Resources/Materials Needed

Word Processor
Access to the Internet
Up-to-date business reference manual

Assignment/Student Directions

Team Industry Internet Assignment
Long Report Problem

Visit three World Wide Web sites in one industry. You may select telecommunications, finance, transportation, news, or any other industry of your choice. Observe how they are communicating with their customers and Web visitors. Notice how the Internet is being used as a new tool for business communication.

Some sample industries and addresses are below:

Telecommunication - AT&T:	http://www.att.com/
Finance - Fidelity Investments:	http://www.fid-intl.com/
Transportation - Southwest Airlines:	http://www.iflyswa.com/

Write a long report discussing the Internet as a new technology for business communication. Include in your report three or four of the following suggestions:

*Comparison of how the three companies in your selected industry use the Internet to communicate with customers.
*Comparison of services the site provides for its customers.
*Comparison of marketing strategy used by the selected companies.
*Comparison of user friendliness located at each site.
*Comparison of web pages.
*Comparison of pictures and graphics.
*Comparison of company profits for the past year.
*Selection of other areas of interest to your team.

You also are required to e-mail each company and ask them some question/questions you would like answered. Include this information in your long report. Also, place a copy of your e-mail and responding e-mail in the appendix of your long report.

This assignment is to be completed in teams of two, three, or four students. You will evaluate your team members at the end of the report assignment.

The report should be prepared as follows:

1. Use a standard long business report format.
2. Include your reference manual as part of your citations.
3. Factor problem according to selected areas.
4. Include data for at least three graphic aids.
5. Attach a bibliography to the appendix.

The following items should be included in the formal report:

- Prefatory parts, (preliminaries)--title page, letter of transmittal (use your instructor as the person to whom you are writing), table of contents, and a list of tables and figures.
- Introductory section--paragraph of introduction, statement of problem, importance of study, method of procedure, and limitations of study.

- Discussion--presentation and analysis of data. Begin with introductory paragraph. Organization order should follow your problem statement. Use three graphic aids. Use headings for the different parts.
- Closing section--summary, conclusions, and recommendations. Conclusions should be based on facts present in the discussion section. Recommendations should be based on conclusions.

Evaluation/Assessment
Refer to the formal evaluation sheet either in PDF form or as a web page to be sure you have included all parts which will be evaluated on the complete report.

NETS Standards and Performance Indicators for Grades 9-12:

Standard	Performance Indicator	
3, 4	5.	Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence).
4, 5, 6	7.	Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity.
3,5,6	8.	Select and apply technology tools for research, information analysis, problem-solving, and decision-making in content learning.
4, 5, 6	10.	Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.

Home

Name(s) ______________________

____

FORMAL REPORT EVALUATION-100 (insert inside formal report)

Points Earned

I. Preliminaries (7 possible points)

- A. Title page--clear, concise, and complete
- B. Letter of Transmittal--clear, concise, and complete
- C. Table of Contents--complete
- D. Lists of Tables and Figures- -complete ______

II. Introduction (17 possible points)

- A. Introductory Paragraph
- B. Purpose and/or Statement of Problem
- C. Scope of the Study
- D. Limitations of the Study
- E. Importance of the Study
- F. Method of Procedure
- G. Definition of Terms ______

III. Presentation and Analysis of Data (35 possible points)

- A. Introductory Paragraph
- B. Appropriate Headings
- C. Data organized logically
- D. Graphic aids selected, introduced, and displayed appropriately
- E. Graphic aids discussed accurately and logically ______

IV. Summary, Conclusions, and Recommendations (15 possible points)

- A. Summary covers major points in each section
- B. Conclusions supported by findings
- C. Recommendations based on conclusions and supported by findings ______

V. Appropriate Appendix (1) ______

VI. Writing Mechanics (25 possible points)

- A. Correct grammar, punctuation, spelling, word division, vocabulary, sentence and paragraph structure, etc.
- B. Good coherence and progression--appropriate tie-in and transitional devices.
- C. Neatly typed and presented in accurate form ______

A = 90 - 100
B = 80 - 89
C = 70 - 79
D = 60 - 69

Total Points ______

Name(s) ____________________

____

FORMAL REPORT EVALUATION-100 (insert inside formal report)

Points Earned

I. Preliminaries (7 possible points)

A. Title page--clear, concise, and complete
B. Letter of Transmittal--clear, concise, and complete
C. Table of Contents--complete
D. Lists of Tables and Figures--complete ______

II. Introduction (17 possible points)

A. Introductory Paragraph
B. Purpose and/or Statement of Problem
C. Scope of the Study
D. Limitations of the Study
E. Importance of the Study
F. Method of Procedure
G. Definition of Terms ______

III. Presentation and Analysis of Data (35 possible points)

A. Introductory Paragraph
B. Appropriate Headings
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A. Summary covers major points in each section
B. Conclusions supported by findings
C. Recommendations based on conclusions and supported by findings ______

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A. Correct grammar, punctuation, spelling, word division, vocabulary, sentence and paragraph structure, etc.

B. Good coherence and progression--appropriate tie-in and transitional devices.

C. Neatly typed and presented in accurate form ______

A = 90 - 100
B = 80 - 89
C = 70 - 79
D = 60 - 69

Total Points ______

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Home

Lesson Topic

Research on Women in Business Using the Internet

Contributed by: Dr. Darcelle White
Eastern Michigan University
Ypsilanti, Michigan
lowccdew@tir.com

Objectives

- Use Internet search engines to conduct research on women in business.
- Read and evaluate information on a World Wide Web site.
- Synthesize content from a World Wide Web site.
- Summarize in writing the content from a World Wide Web site.
- Communicate using electronic mail or computer conferencing.

Skills Integrated

- Using Internet resources
- Communicating electronically
- Communicating in written form
- Critiquing work of others

Grade Level Recommendations

This lesson may be used at the middle school, secondary, or postsecondary level. This assignment has been used in a course entitled "Women in Business." The idea is for students (male or female) to find World Wide Web sites that would be of interest to women entering the world of business or to males who may have to work with women at different levels of responsibility in the world of business. This assignment can be used for any area of interest in a business course.

Resources/Materials Needed

Computer
Word processing software
Internet access
Electronic mail and/or computer conferencing equipment

Assignment/Student Directions

Research on Women in Business Using the Internet

1. Go on the World Wide Web using one of the search engines and find an article that contains some helpful tips for working women. (Use key words such as professional+women or business+women or whatever you think would work. If there is a particular topic you would like more information on, use that topic in your keyword search.)
2. Once you locate an article, write to the computer conference or the student group via e-mail and give a brief synopsis of your article; state why you think yours is a good article.
3. The next person in the computer conference site or on the e-mail is to go to the site of the person before them and see if you agree with their synopsis. State why or why not.
4. Tell something you saw at their site that would be beneficial to you personally (or to a female you know). State why.
5. Give a site of your own and follow step #2 above.
6. First person on is to check out an article located and submitted by instructor.

NETS Standards and Performance Indicators for Grades 9-12:

Standard	Performance Indicator	
3, 4	5.	Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence).
4, 5, 6	7.	Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity.
3,5,6	8.	Select and apply technology tools for research, information analysis, problem-solving, and decision-making in content learning.
4, 5, 6	10.	Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.

NETS Standards and Performance Indicators for Grades 6-8:

Standard	Performance Indicator	
3, 5	4.	Use content-specific tools, software and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research.
4, 5	7.	Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and

		outside the classroom.
5, 6	8.	Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.
2, 5, 6	10.	Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.

Home

Lesson Topic

Arranging An Overseas Trip

Contributed by: **Dorothy Dean**
Illinois Central College
East Peoria, IL
ddean@icc.cc.il.us

Objectives

- Plan travel arrangements for an overseas flight using online travel schedules.
- Calculate time differentials from one country and one time zone to a second time zone.
- Convert American dollars into Japanese currency using current money exchange rates.
- Using online resources, research and recommend appropriate hotel accommodations.
- Create itinerary including visits to local Japanese historical sites, museums, and other day trips.
- Research local Japanese transportation and make recommendations including costs.
- Prepare a comprehensive travel itinerary in standard business format.

Grade Level Recommendations

This lesson may be used for postsecondary, secondary, or middle school students.

Resources/Materials Needed

Word Processor
Access to Internet and age-appropriate search engines

Assignment/Student Directions

Arranging An Overseas Trip

You have been asked to plan a trip for your employer to attend a series of meetings in downtown Kyoto, Japan on August 7-9. Key your answers using word processing software. Staple your keyed answers to this document. Put a header on each page, which includes your name and the page number. Value: 100 points

Using the Internet, locate the following information and include a written section for each item:

1. Arrange a flight schedule in table format. Your employer wants to leave on August 4, 2002 from Peoria, Illinois and return on August 28, 2002. Your employer wants the cheapest, but most expeditious flights. (Your employer must attend an important meeting at 8 a.m. on August 29 and is willing to fly coach or business class. Provide the airlines, flight numbers, departure times/cities, arrival times/cities, and fares. If you choose a schedule with layovers, provide the layover times/locations.

   Note to students. Since each student in this class will create a different trip, the number of days spent at each site may vary. I recommend you address other parts of this project before you create a final flight schedule and itinerary.

Peoria, Illinois to Kyoto, Japan	Attend meetings and tour
Kyoto, Japan to Tokyo, Japan Tour	(Remain in Tokyo for at least 60 hours)
Tokyo, Japan to Honolulu, Hawaii	Detour to see dear friend (4 days)
Honolulu, Hawaii to Peoria, Illinois	

2. What is the time differential (from Peoria) in Kyoto? In Honolulu?
3. What is the exchange rate? (How much is one American dollar worth in Japanese currency?) How much will $1,000.00 American convert into for this trip?
4. Locate the nearest American Embassy in Japan. What is the address and telephone number?
5. Create a list of Kyoto accommodation recommendations. Provide, in table format, the name of the hotel, standard room rate range, and approximate proximity to the downtown area.
6. Since your employer has added a few extra days to the itinerary, provide a list of museums, landmarks, monuments, and historical sites as well as other sites of interest in the immediate area. These locations should be considered day trips. (Leave in the morning, return in the early evening.) What would you recommend? (Provide information about at least three sites including cost, travel directions, brief information about the site and any other information you feel will enhance understanding.)
7. Since your employer's automobile insurance agent suggests using local transportation and not renting a car, how will your employer get around? What costs are associated with this? Provide both Japanese and American conversions.
8. How far away is Tokyo? Several aspects of this detour must be addressed? Where will your employer stay? How will your employer get to Tokyo? What can your employer see and do in Tokyo? What costs will be associated with this detour? Use tabular format and be very specific.
9. What are your top five recommendations for "must see" attractions in Honolulu and the immediate island area? What about going to see another island?
10. The "Big Island" of Hawaii's Volcanoes National Park is very appealing since the volcano may be active. Since your employer's friend is providing a "free room" and has not been to the park, your employer is willing to pay all expenses for this trip. You will need to address transportation issues and costs from Honolulu. Since your employer is back in the U.S., your employer can drive—provide two car rental recommendations. Your employer will leave early one morning (you decide) and return the next morning. This means you must also provide accommodations for the overnight trip. Provide a list of potential accommodation sites, their cost, and your

recommendation.

11. Anything else? Provide it.

Your answers will be evaluated based on several variables--did you provide a complete trip? Did you answer all aspects of each item? Is the document error-free and easy to read/follow?

Evaluation/Assessment

The following breakdown can be used as a guide for assessing points for each part of the report. Student answers will vary, and the instructor should assess student readiness for each portion of the project. Answers can be evaluated based on several variables--did the student provide a complete trip? Did the student answer all aspects of each item? Is the document error-free and easy to read/follow?

Item 1	10 points
Item 2	5 points
Item 3	5 points
Item 4	10 points
Item 5	10 points
Item 6	10 points
Item 7	10 points
Item 8	10 points
Item 9	10 points
Item 10	10 points
Error-free, easy-to-follow document	15 points

NETS Standards and Performance Indicators for Grades 9-12:		
Standard	Performance Indicator	
2	1.	Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs.
3, 4	5.	Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence).
4, 5, 6	7.	Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity.
3,5,6	8.	Select and apply technology tools for research, information analysis, problem-solving, and decision-making in content learning.
4, 5, 6	10.	Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.

NETS Standards and Performance Indicators for Grades 6-8:	
Standard	Performance Indicator

3, 5	4.	Use content-specific tools, software and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research.
4, 5	7.	Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom.
5, 6	8.	Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.
2, 5, 6	10.	Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.

Home

Lesson Topic

Health and Life Insurance Activity

Contributed by:

Kelly Wilkinson
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Objectives

- Perform analysis of lifestyle and health to determine approximate retirement years.
- Based on health and lifestyle analysis, determine life and health insurance needs.

Grade Level Recommendations

This lesson may be used for postsecondary or mature secondary school students.

Resources/Materials Needed

Word Processor
Access to Internet and age-appropriate search engines

Assignment/Student Directions

Health and Life Insurance
Homework Assignment

Assignment 1: Go to the Internet site below and play the Longevity Game.
http://www.northwesternmutual.com/nmcom/NM/longevitygameintro/toolbox--calculator--longevitygameintro--longevity_intro

Answer the questions in the game, and print your results. Change the answer to the drinking question and the seat belt question. Print the results. Answer the following question: Why do you think there is a difference in the two results?

Assignment 2: Go to any of the following homepages and print quotes using the information given:
http://www.quickquote.com/
http://www.quotesmith.com
http://www.instantquote.com

The amount of the policy is $250,000 and the term is 20 years. (If it asks for birthday, put in your birthday month and day). Use the following information for the quotes:

1. Male, age 30, nonsmoker, height 5 feet 10 inches, weight 170.
2. Male, age 60, nonsmoker, height 5 feet 10 inches, weight 170.
3. Female, age 25, nonsmoker, height 5 feet 6 inches, weight 135.
4. Female, age 65, nonsmoker, height 5 feet 6 inches, weight 135.

Print each quote. Answer and turn in the following questions:

1. What role does age play in the quote?
2. What role do you think gender plays in the quote?
3. How would the person being a smoker change the quote?

NETS Standards and Performance Indicators for Grades 9-12:

Standard	Performance Indicator	
3, 4	5.	Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence).
4, 5, 6	7.	Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity.
3,5,6	8.	Select and apply technology tools for research, information analysis, problem-solving, and decision-making in content learning.
4, 5, 6	10.	Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.

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Home

Lesson Topic

Liability Insurance Activity

Contributed by: **Kelly Wilkinson**
University of
Missouri-Columbia
Columbia, Missouri
wilkinsonk@missouri.edu

Objectives

- Perform analysis of alcohol consumption results based on personal weight and gender.
- Determine liability issues related to different levels of alcohol consumption based on personal weight and gender.

Grade Level Recommendations

This lesson may be used for postsecondary or mature secondary school students.

Resources/Materials Needed

Word Processor
Access to Internet and age-appropriate search engines

Assignment/Student Directions

Liability Insurance
Homework Assignment

Go to the following homepage called the Drink Wheel Page and perform the following tasks.

http://www.intox.com/wheel/drinkwheel.asp

Choose a drink and time of drinking but use your own gender and weight. Print out your blood/breath alcohol reading. Fill out the form again and change the gender but keep everything the same as before. What are the differences between the two readings? Does gender play a difference in the reading. Go to the bottom of the Drink Wheel Page and read what the blood alcohol results would result in if you were driving Answer the above questions in a short (1-2) page paper. Turn in your Drink Wheel results along with your paper to your instructor.

NETS Standards and Performance Indicators for Grades 9-12:		
Standard	Performance Indicator	
4, 5, 6	7.	Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity.

3,5,6	8.	Select and apply technology tools for research, information analysis, problem-solving, and decision-making in content learning.

Home

Lesson Topic

Property Insurance Activity

Contributed by: **Kelly Wilkinson**
University of
Missouri-Columbia
Columbia, Missouri
wilkinsonk@missouri.edu

Objectives

- Create household inventory using pre-established inventory checksheet.
- Analyze value of household property and replacement costs.
- Determine need for evidence of value and ownership in case of loss.

Grade Level Recommendations

This lesson may be used for postsecondary or mature secondary school students.

Resources/Materials Needed

Word Processor
Access to Internet and age-appropriate search engines

Assignment/Student Directions

Property Insurance Homework Assignment

Perform a household inventory by printing one of the following inventory sheets that fits your personal lifestyle:
http://www.pillarhomeloan.com/pdf/inventory.pdf
http://www.statefarm.com/consumer/homeinvt.htm
http://www.statefarm.com/insuranc/homeown/smplform.htm
http://island-pacific.com/homeowners.insurance/inveche.pdf

Print the sheets needed for your inventory, and answer the following questions:
Do you have pictures as evidence of these items of property?
How are you able to determine replacement costs?

Answer the above questions in a short (1-2) page paper. Turn in your Personal Property Inventory along with your paper to your instructor.

NETS Standards and Performance Indicators for Grades 9-12:	
Standard	Performance Indicator

3, 4	5.	Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence).
4, 5, 6	7.	Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity.
3,5,6	8.	Select and apply technology tools for research, information analysis, problem-solving, and decision-making in content learning.
4, 5, 6	10.	Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.

Home

Lesson Topic

Myths, Urban Legends, Hoaxes, Spams, and Scams

Contributed by: **Dr. E. Rebecca Limback**
Central Missouri State University
Warrensburg, Missouri
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Objectives

- Become familiar with common Internet myths, urban legends, hoaxes, spams, and scams.
- Identify possible myths, urban legends, hoaxes, spams, and scams; and use Internet resources to verify authenticity of information.
- Know appropriate steps to take when information in the above categories is sent by others.
- Develop an ethical position regarding information in the above categories.
- Organize and present information related to the above topics.

Grade Level Recommendations

This lesson may be used for postsecondary or mature secondary students, if appropriate to particular school audiences.

Resources/Materials Needed

Presentation equipment/software
Access to Internet and age-appropriate search engines

Prerequisites/Skills Needed

In order to complete this unit, students should have basic keyboarding or voice activation skills and skill and knowledge in conducting Internet searches. Basic skill and knowledge in using some form of presentation media is also required (overhead, PowerPoint, HyperStudio, or Presentation).

Assignment/Student Activities

Myths, Urban Legends, Hoaxes, Spams, and Scams

1. Begin by reading an example of a hoax or urban legend. Discuss. Ask students to share information about their experiences.
2. Present content information using PowerPoint or overhead. Add specific examples from current messages. Get the most up-to-date information from Internet resources.
3. Team activity: Use Internet resources to research from the following topics:

   a. New hoaxes, spams, scams, myths, and urban legends.
   b. How to identify a hoax.
   c. Computer virus myths.
   d. Famous urban legends and myths.
   e. The Hoaxkill Service.
   f. Internet ethics: What's the harm?

4. Team presentation: Each team will give a 5- to 6-minute presentation on the results of their research using the presentation resources available at the school.

Content Outline

I. OFFICE OVERLOAD
   A. Receive 190 Messages Daily (KC Star, May 1998)
      1. E-mail 30
      2. Interoffice mail 18
      3. U.S. Postal Service mail 18
      4. Post-it notes 11
      5. Telephone calls 52
      6. Voice mail 22
      7. Telephone message slips 10
      8. Faxes 15
      9. Other 14
   B. Junk Information

II. MISUSE OF E-MAIL
   A. Spams and Scams
   B. Myths and Urban Legends
   C. Hoaxes
   D. Annoying/Unwanted

III. TODAY'S E-MAIL
   A. Subjects of Today's E-Mail
      1. Important notice
      2. Win a holiday
      3. Urgent
      4. See me at home
      5. Party danger
      6. $1000 from Bill Gates

B. Urgent: Does Making $1,454,742.30 in the Next 6 Months Appeal to You?

1. Spams and Scams
    a) Get-rich quick schemes
    b) Illegal activity
    c) Send credit card number and other personal information
    d) Reply to URL, telephone, or FAX

C. $1000 from Bill Gates - Send e-mail to everyone . . . will receive $1000....

1. Hoaxes
    a) THINK!
    b) Is this likely?
    c) Verify; go to web site of person or business or About.com

D. Want to see Me at Home? (red hot, red-headed amateur performs from her home for you!)

1. Annoying, inappropriate mail
2. Unsolicited
3. Cannot REPLY to message - must access web site

E. Win a Holiday! If you receive an e-mail titled "Win a Holiday," DO NOT open . . . TRUE because Microsoft . . .

1. Another E-mail HOAX
    a) Cannot get virus from opening email message
    b) CAN get a virus from opening an attachment to a message, especially Microsoft files which should be scanned for viruses
    c) Anytime a messages says to send to EVERYONE, DON'T!
2. Common e-mail hoaxes
    a) Win a Holiday
    b) Deeyenda
    c) Penpal Greetings
    d) AOL4Free
    e) Join the Crew
    f) Good Times

F. Party Danger! The stolen kidneys story

1. One of many urban legends—they never go away, just resurface with variations
2. Urban legends that have a life of their own
    a) Kidney snatchers

        b) Alligators in the sewers
        c) Craig Shergold (dying child postcards)
        d) Cookie recipe
        e) Worm burgers at McDonald's
        f) Dead cat in the package

IV. What to Do?
    A. Think!
        1. Is this likely?
    B. Check it out
        1. Company or individual web site
        2. About.com website (myths/legends)
        3. Search for most recent information
    C. Reply to sender that the message is a hoax, myth, or urban legend
    D. Never send messages to Everyone
    E. DO virus check email attachments before opening
    F. Avoid remove lists – often just provide verification that your e-mail address is valid
    G. May notify ISP of sender if messages are illegal or offensive

V. Ethical Considerations
    A. Who is hurt by these messages?
    B. Why Are messages sent?

Sample Postsecondary Student Work in Power Point	
1.	Jennifer Ronchetto and Josh Long - Computer Viruses & Myths
2.	Janna Bauer and Randi Thornton - HoaxKill Service
3.	Tammy Thomas and Robin Grice - Identify A Hoax
4.	Beth Benner and Victoria Swope - Urban Legends

Evaluation/Assessment

The team presentation should be evaluated using a rubric designed to fit the resources available for the presentation. It should include research effort, organization of material, correctness of material, design of presentation materials, presentation (did all participate, avoid reading from notes, spoke clearly, gave opportunity for questions?).

Students may also be assessed using a quiz, either objective or essay or a combination. The quiz should include definitions and specific examples as well as questions about ethics, how to identify hoaxes, myths, scams, spams, and appropriate steps to take to verify message information.

Internet Resources:
http://urbanlegends.about.com/
http://www.snopes.com/
http://www.microsoft.com/extreme/
http://www.microsoft.com/pandorasbox.downloads.htm

NETS Standards and Performance Indicators for Grades 9-12:		
Standard	Performance Indicator	
2	1.	Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs.
4	4.	Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology and information.
3, 4	5.	Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence).
4, 5, 6	7.	Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity.
3,5,6	8.	Select and apply technology tools for research, information analysis, problem-solving, and decision-making in content learning.
4, 5, 6	10.	Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.

Computer Viruses & Myths

Jennifer Ronchetto
Josh Long
BE&O 3501
Fall 2001

What Is A Virus

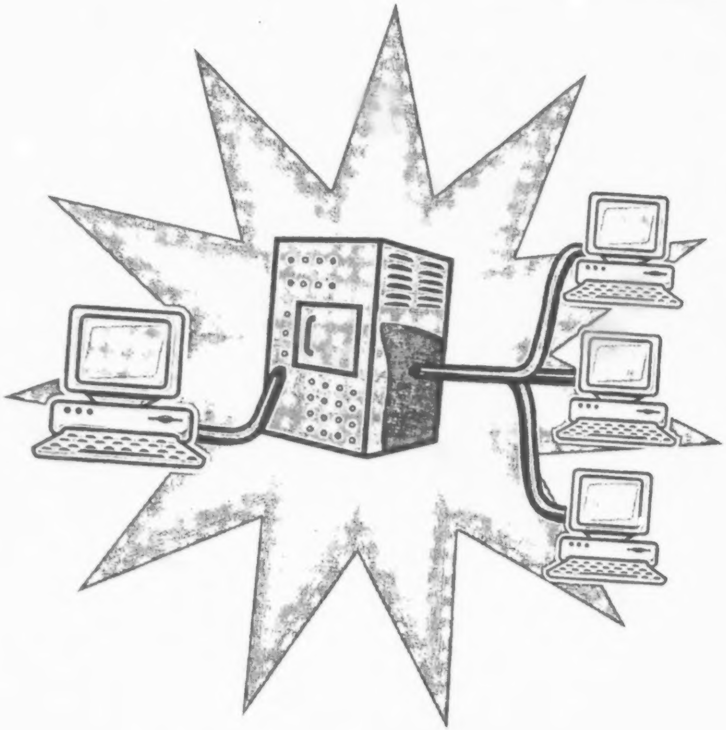
- Programs written to create copies of themselves and to attach these copies to other programs.

Where Do Viruses Come From

- Most commonly .COM & .EXE files and boot sectors.
- Once they exist they duplicate
- Floppies are common carriers
- E-mail attachments are other common carriers

Viruses and Online Systems

- Just being attached to a network or a bulletin board will not make you susceptible to a virus.
- The only way you can get a virus on your PC is to execute the file you got on the network.

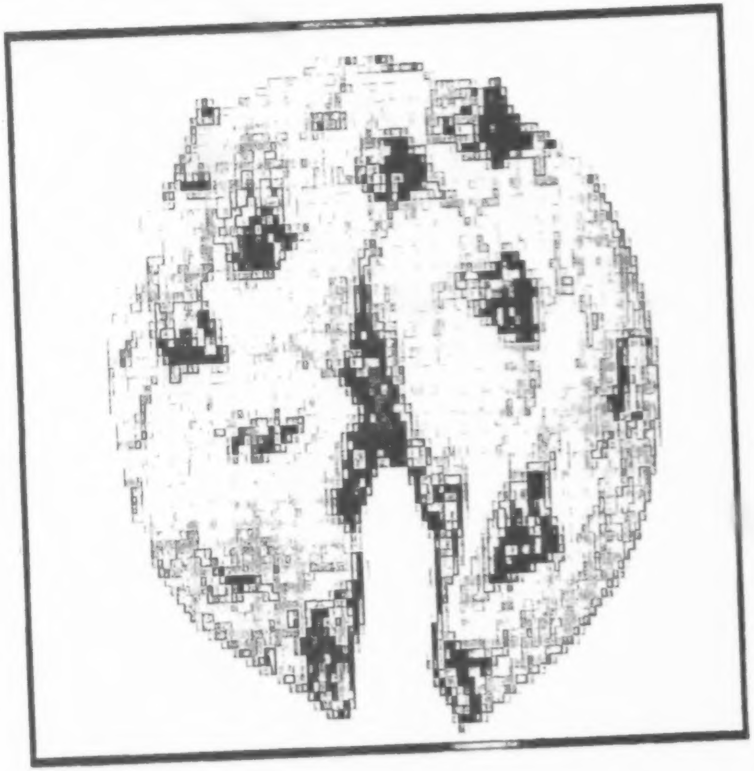


Viruses and Data

- **Data isn’t executable; therefore, you can’t get infected from it.**
- **One of the most popular myths is the GOOD TIMES Virus.**

Web Cookies and Viruses

- Cookies are stored on your computer by web sites.
- They are data that is not executable; therefore, you can't get a virus from them.

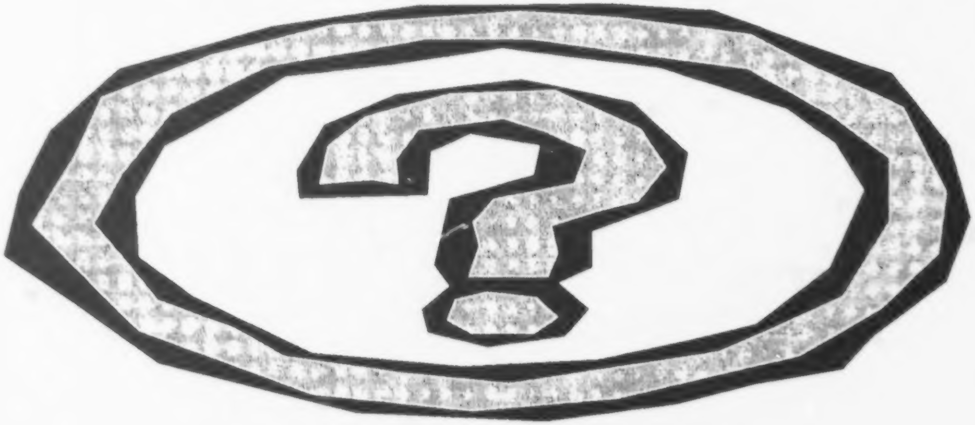


The Current Top Five Hoaxes

1. The Terrorist Halloween Mail Threat Hoax
2. The “Win a Holiday” Hoax
3. The Pictures of Family Hoax
4. The “Guts to say Jesus” Hoax
5. Internet Tax Hoaxes

Did You Know

- You can get a virus from retail software.
  - Stores accept returned software and then resell it.



Misconceptions

- Scanners can miss new viruses.
- A virus cannot exist in an e-mail text message.
- You cannot get a virus from cookies.

How To Protect Yourself From Viruses

- On networks set the file access rights to read-only
- Right protect your floppy disks
- Make sure your web browser doesn't launch any MS Office applications

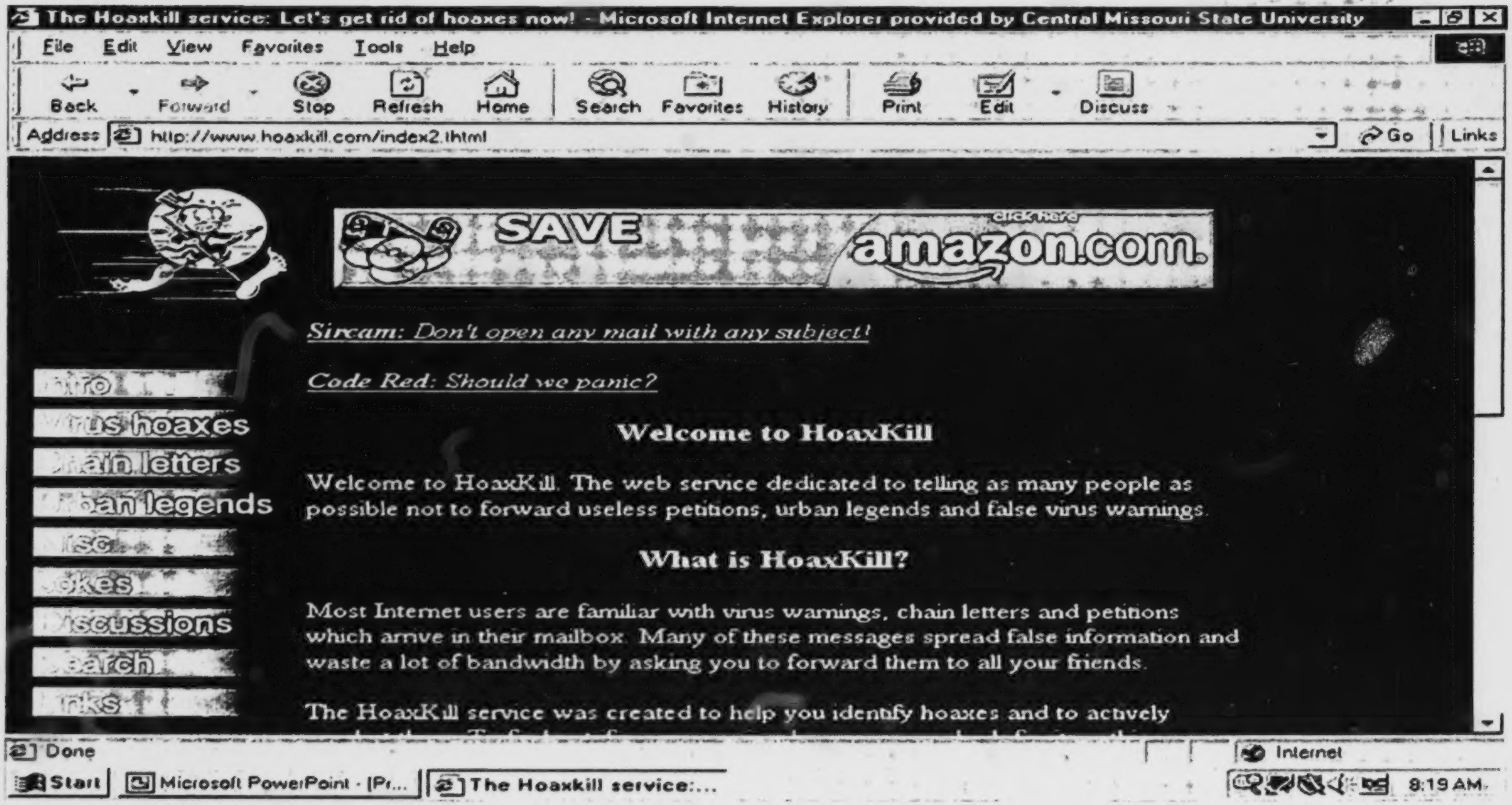
HoaxKill Service

Janna Bauer
Randi Thornton

HoaxKill Website

- Identifies hoaxes.
- Discourages people from sending useless petitions, urban legends, and false virus warnings.
- Contains a list of current hoaxes and viruses.

What It Looks Like…


The Hoaxkill service: Let's get rid of hoaxes now! - Microsoft Internet Explorer provided by Central Missouri State University
File Edit View Favorites Tools Help
Back
Forward
Stop
Refresh
Home
Search
Favorites
History
Print
Edit
Discuss
Address
http://www.hoaxkill.com/index2.thtml
Go
Links
SAVE
click here
amazon.com.
intro
virus hoaxes
chain letters
urban legends
misc.
jokes
discussions
search
links
Done
Internet
Start
Microsoft PowerPoint - [Pr...
The Hoaxkill service:...
8:19 AM

Sircam: Don't open any mail with any subject!

Code Red: Should we panic?

Welcome to HoaxKill

Welcome to HoaxKill. The web service dedicated to telling as many people as possible not to forward useless petitions, urban legends and false virus warnings.

What is HoaxKill?

Most Internet users are familiar with virus warnings, chain letters and petitions which arrive in their mailbox. Many of these messages spread false information and waste a lot of bandwidth by asking you to forward them to all your friends.

The HoaxKill service was created to help you identify hoaxes and to actively

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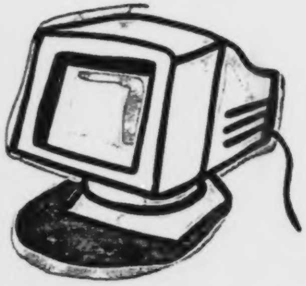
Features of HoaxKill

- Discussion board~ allows you to comment on various hoaxes and viruses.
- Search engine~ uses keywords to identify current and past hoaxes.



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Features of HoaxKill

- Lists~ gives lists of chain letters, virus hoaxes, urban legends, and jokes.

- Links~ offers other sites to help identify hoaxes.

Think you have a hoax?

- Look for the hoax on www.hoaxkill.com.
- If it’s not on the list:
  - send it to www.hoaxcheck@hoaxkill.com for verification.

Do you know you have a hoax?

- Email website at hoaxkill@hoaxkill.com.
  - Their software will send past recipients a message informing them the message is a hoax.
  - The website will add it to their list of hoaxes.

Identify A Hoax

By
Tammy Thomas
Robin Grice

What is a Hoax?

- ☹ 99.9% of the time it is false information offering something free.
- ☹ It gives false information by trying to make others believe such thing will happen if they do not do something.
- ☹ A sympathetic message that tries to play on your emotions.

Some Examples of Hoaxes

- "NEW PICTURES OF FAMILY"
- Bath & Body Works
- Columbia House Free CD's
- Internet Flower
- Disney $5000
- PenPal Greetings

You can find more listed at:

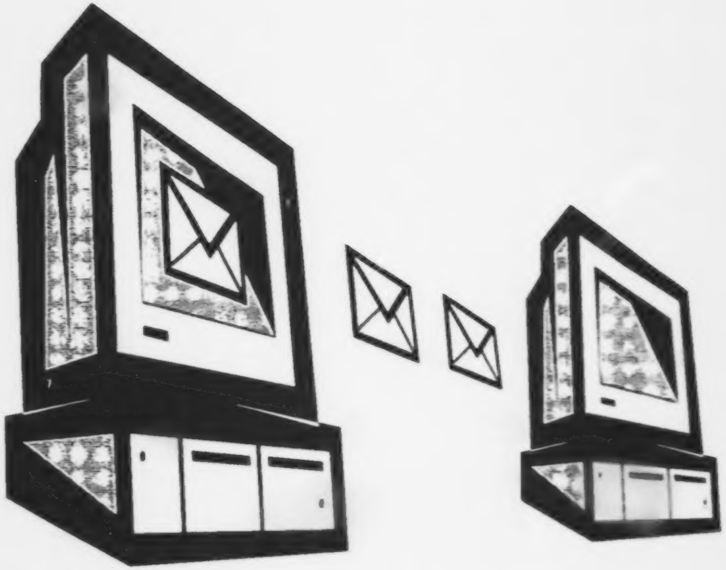
http://antivirus.about.com/library/blenhoax.htm

Things to Look for

- ✓ "send this to everyone you know"
- ✓ credibility by association
- ✓ more exclamation points (!!!)
- ✓ "This is serious!"
- ✓ technical sounding language
- ✓ WORDS IN ALL CAPITAL LETTERS
- ✓ Claiming something is Free
- ✓ Look for a lot of >>>> marks in the left margin. Files that end in: .exe, .bat, .doc, .vbs, and .hlp.

What to Do If You Receive a Hoax

- Scan with your anti-virus.
- Can be deleted
- Do not forward



Why People Keep Sending the Hoax

- To see how far a letter will go.
- To bilk money out of people using a pyramid scheme.
- To damage a person's or organization's reputation.
- To harass another person.

The Risk and Cost of a Hoax

- ❄ Hoax may contain a virus
- ✋ Ability to multiply
- 🕒 Waste of time
- 🗐 Small cost of handling a hoax gets multiplied into some pretty significant costs
- ☒ Can congest corporate e-mail systems and network resources

Software You Can Get to Prevent a Hoax

- You can sign up with McAfee's virus warning e-mails so you can ignore all them by going to:

  http://www.mcafee.com
- Norton anti-virus software
- PestPatrol
- Mail defense

Bibliography

- About. The Hoax That Cried Virus.11/15/01 **http://antivirus.about.com/library/weekly/aa102300a.htm**
- CERT Coordination Center. Computer VirusResources.11/15/01 **http://www.cert.org/other_sources/viruses.html**
- HoaxBuster. Information About Hoaxes. 11/15/01 **http://hoaxbusters.ciac.org/HBHoaxInfo.html#identify**
- ICSA Labs. Hoaxes.11/15/01 **http://www.icsalabs.com/html/communities/antivirus/hoaxes.shtml**

URBAN LEGENDS

Beth Benner
Victoria Swope

What are Urban Legends?

- Dire warnings, sad stories, unbelievable offers, and lame recycled jokes that supposedly "really happened."

Popular Urban Legends

- Hotmail Account
- Cola-Cola Hoax
- Infected Bananas Hoax
- HIV Needles
- Bill 602P Hoax

Hotmail Account

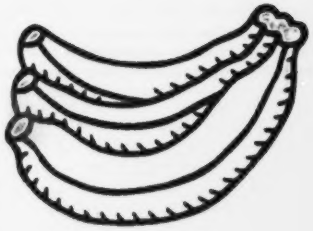
Get Free E-mail
msn Hotmail

- Dear Hotmail User.
- Running out of resources.
- Anyone who does not receive this email will be deleted off our server.
- Forward so we know you are still using this account.

Cola-Cola Hoax

- Clean toilet
- Remove rust spots from chrome car bumpers
- To clean corrosion from car battery terminals
- To bake a moist ham
- WE DRINK THIS STUFF!

Infected Bananas Hoax



- Bananas from Costa Rica infected with flesh eating bacteria.
- The infection eats two to three centimeters of flesh an hour.
- Amputation likely, death possible.
- FDA feel that 15,000 Americans will be affected.

HIV Needles

- Captain Sands of the Jacksonville, Florida Police Department.
- Affixing needles to the underside of gas pump handles.
- Appear to be infected with HIV positive blood.
- Immediately contact your police department.

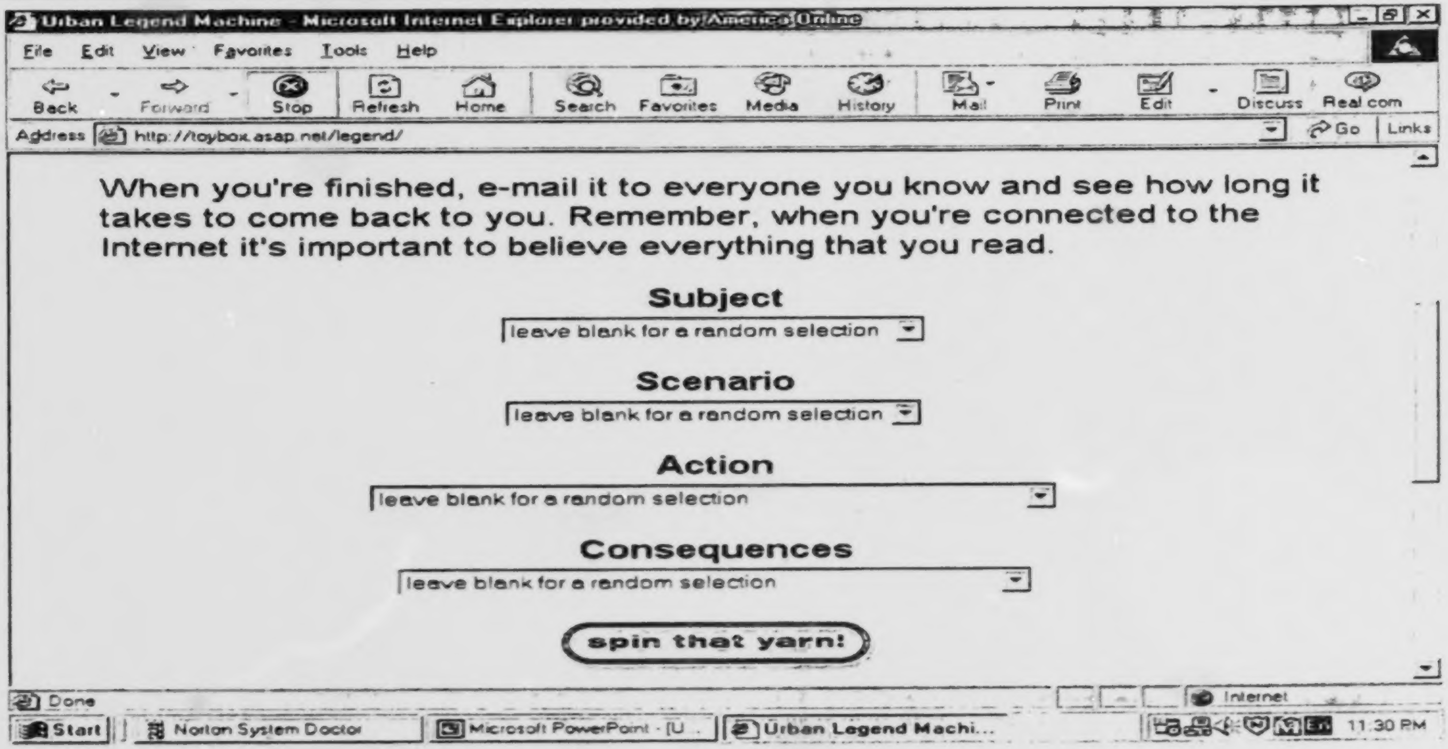
UNITED STATES
POSTAL SERVICE®

Bill 602P Hoax

- U.S. Postal Service attempting postage fees for email users.
- Federal Government will charge a 5 cent fee on every email delivered.
- Will cost you 50 cents a day, or over 180 dollars per year.
- Write to your congressman and say "No!"

Make Your Own Urban Legend

http://toybox.asap.net/legend/


Urban Legend Machine - Microsoft Internet Explorer provided by America Online
File Edit View Favorites Tools Help
Back
Forward
Stop
Refresh
Home
Search
Favorites
Media
History
Mail
Print
Edit
Discuss
Real com
Address
Go
Links
spin that yarn!
Done
Internet
Start
Norton System Doctor
Microsoft PowerPoint - [U...
Urban Legend Machi...
11:30 PM

Address: http://toybox.asap.net/legend/

When you're finished, e-mail it to everyone you know and see how long it takes to come back to you. Remember, when you're connected to the Internet it's important to believe everything that you read.

Subject

leave blank for a random selection

Scenario

leave blank for a random selection

Action

leave blank for a random selection

Consequences

leave blank for a random selection

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Emerging Technologies

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Section 4: Learning Activities Focusing on Using and Creating Web Materials

Unit Topic	Grade Level	Contributor
Internet Search Team Activity	postsecondary secondary middle school	**Eileen Dittmar** Grand Rapids, Michigan
Web Skills Evaluation Activity	postsecondary secondary middle school	**Eileen Dittmar** Grand Rapids, Michigan
Project-Based Research	postsecondary secondary middle school	**Susan Maxam** White Lake, Michigan
Animating GIFS Samples of Student Animated GIFs Marilyn Lee - Sample 1 Chris Summerfelt Justin Look Marilyn Lee - Sample 2 Nilay Patel Dori Walstrom Cory Hinz Iori Suzuki	postsecondary secondary middle school	**Christine Memler** Glenbrook, Illinois

The National Office of Delta Pi Epsilon is located in Little Rock, Arkansas. For more information, please contact: the National Office.

Section 1	Introduction - Emerging Technologies ... from Computers to Voice Technology to ...

Section 2	Internet Learning Activities Focusing on Careers and Career Exploration
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Section 6	Learning Activities Focusing on Using Voice/Speech Recognition as a Tool in Inputting Documents

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Lesson Topic

Internet Search Team Activity

Contributed by: **Eileen Dittmar**
Kent Career Technical Center
Grand Rapids, Michigan
emdittmar@attbi.com
eileendittmar@kc-tc.org

Objectives

- Search the Internet to find specific information.
- Practice writing searches to obtain answers to certain questions.
- Participate in a team to obtain results.
- Discover results from various search engines.

Grade Level Recommendations

Develops Internet research skills for junior/middle school, secondary, and college/university level students.

Resources/Materials Needed

Word Processor
Access to Internet

Time needed

Allow 90 minutes to two hours to complete.

Prerequisites

Little or no experience with Internet research.

Assignment/Student Directions

Internet Search Team Activity

The Internet contains an awesome wealth of information. Search engines, user groups, and mail lists are wonderful avenues for finding interesting facts, useful data, graphics, and photographs to include in documents used on a daily basis in school and in business.

Use the internet to research the information requested in the questions below. Using the PDF Internet Search table or the Web Internet Search Table, write the search request you keyed in the second column. Record the search engine that provided your answer in the third column. Record the answer to the question in the fourth column. You will be working in teams of two; however, each person on the team will have equal time at the computer.

Questions for Research

1. What is the population of your state?
2. In what year was the Grand Canyon National Park established?
3. What was the main purpose of the Lewis and Clark Expedition?
4. What career is expected to have the greatest amount of job openings in the next decade?
5. How many post-secondary institutions in Michigan offer Bachelor's Degrees?
6. What is the name of the largest zoo in the United States and where is it located?
7. Who won the Rose Bowl in 1986?
8. What year was Mickey Mouse first introduced?
9. In what year did Dick Clark host the first Bandstand on TV?
10. How many homes have computers now?
11. What are the colors of the Italian flag?
12. What is the state bird for Hawaii?
13. How many miles is it from San Diego, California to Miami Beach, Florida?
14. What is the address of the Comfort Inn in Dillon, Colorado?
15. What is the name of the company that owns Frito-Lay?

Suggested Web Sites

Teaching Library Internet Workshops
http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/FindInfo.html
Describes search engines and explains how to search among other useful searching information.

Debbie Campbell's AltaVista Search Tips
http://www.anomaly.org/debbie/talks/advancedSearch.html
Simple AltaVista tutorial with explanations for searching.

Evaluation/Assessment

Your individual grade will be determined as follows:

2 points for each correct answer discovered (30 possible points)

2 points for the keyed-in search question (30 possible points)

1 point for recording the search engine that provided the answer (15 possible points)

10 points for being a valuable teammate

85 points maximum points possible

NETS Standards and Performance Indicators for Grades 9-12:

Standard	Performance Indicator	
1,2	1.	Make informed choices among technology systems, resources, and services.
3, 4	5.	Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence).
4, 5, 6	7.	Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity.
3,5,6	8.	Select and apply technology tools for research, information analysis, problem-solving, and decision-making in content learning.
4, 5, 6	10.	Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.

NETS Standards and Performance Indicators for Grades 6-8:

Standard	Performance Indicator	
3, 5	4.	Use content-specific tools, software and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research.
4, 5	7.	Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom.
5, 6	8.	Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.
2, 5, 6	10.	Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.

Home

Lesson Topic

Web Site Evaluation Activity

Contributed by: **Eileen Dittmar**
Kent Career Technical Center
Grand Rapids, Michigan
emdittmar@attbi.com
eileendittmar@kc-tc.org

Objectives

- Analyze design and content of Web sites
- Peruse Web sites to find evaluation criteria
- Compare Web sites using standard criteria
- Rate Web sites using a predetermined score sheet

Grade Level Recommendations

This activity is suitable for middle school, secondary, and post-secondary students who desire to gain skills in evaluating Web pages.

Resources/Materials Needed

Word Processor
Access to Internet and age-appropriate search engines

Time Needed

45 to 60 minutes

Prerequisites

No prerequisites, but researching experience is helpful, although not required.
Assignment/Student Directions

Assignment/Student Directions

Web Site Evaluation Activity

Introduction
Because there are many different Web authors and different kinds of Web pages, evaluating them can be fun and challenging at the same time. Prior to becoming proficient in developing Web pages, students can gain experience needed by performing simple Web site evaluations. This activity can help prepare students to serve and contribute to the web site team at their place of employment or at their school.

Part A. Print two copies of the Web Site Evaluation Form in PDF format or Web Site Evaluation Form in web format. Then evaluate two school, college, or university web sites. Select from these Web sites or research and choose your own sites.

Web Sites

http://www.umich.edu/
University of Michigan

http://www.utoronto.ca/
University of Toronto

http://www.csn.naples.fl.us/
The Community School of Naples (Florida)

http://www.lhps.org/
Lake Highland Preparatory School

http://www.remc8.k12.mi.us/comstpk/schools/
Comstock Park High School (Michigan)

http://www.hbc.edu/
Hawaii Business College

http://www.usc.edu/
University of Southern California

http://www.kleinoak.esc4.net/
Klein Oak HS (Texas)

http://www.saintmarysschool.org/
St. Marys Preparatory School (North Carolina)

NETS Standards and Performance Indicators for Grades 9-12:

Standard	Performance Indicator	
2	1.	Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs.
3, 4	5.	Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence).
4, 5, 6	7.	Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity.
3,5,6	8.	Select and apply technology tools for research, information analysis, problem-solving, and decision-making in content learning.
4, 5, 6	10.	Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.

NETS Standards and Performance Indicators for Grades 6-8:

Standard	Performance Indicator	
3, 5	4.	Use content-specific tools, software and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research.

4, 5	7.	Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom.
5, 6	8.	Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.
2, 5, 6	10.	Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.

Web Site Evaluation Form

Title of site:	
Subject:	
URL:	
Audience:	
Web site's purpose:	
Web Site Developer (if available)	
Describe the size of this site	

Please evaluate the design of the Web site using the criteria listed in the chart on the next page and these ratings:

5 = Excellent 4 = Very Good 3 = Average 2 = Poor 1 = Unsatisfactory

Criteria	5	4	3	2	1
1. Effective speed of the home page; pages are proper length and graphics are just right to permit easy downloading.					
2. First impression of general appearance; does it have an attractive appeal? Home page is attractive and creates your interest to explore further into the site.					
3. Site navigation is with ease; moving from pages and links without getting lost.					
4. Table of contents is on each page; ease in changing topics. Each page has links to site's home page.					
5. Links to additional useful sites available.					
6. Ease in moving back and forward is provided.					
7. Graphics are meaningful and enhance the information in the site.					
8. Sounds are meaningful and enhance the information; are clearly identified.					
9. Video enhances the information and is clearly identified.					
10. Content is worthwhile; sufficient information is provided. The information is this site is reliable.					

11. Web site is current; its contents are up to date.					
12. Contents are organized and presented professionally in this site.					
13. A contact is given for more information.					

Dtermine the total points and use this scale to determine the overall score.

Total Score ________________

60-65 = ☆☆☆☆☆
55-59 = ☆☆☆☆
50-54 = ☆☆☆
45-49 = ☆☆
44 & <= ☆

☆☆☆☆☆This awesome cybersite should be a favorite for Web travelers.

☆☆☆☆This popular and informative site will have Web travelers coming back frequently for its information.

☆☆☆Web travelers will use this well-designed site for specifically needed information.

☆☆Web Travelers may visit but won't make this site a habit.

☆This site is a one-time stop only; travelers won't be back.

Home

Web Site Evaluation Form

Title of site:	
Subject:	
URL:	
Audience:	
Web site's purpose:	
Web Site Developer (if available)	
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☆☆Web Travelers may visit but won't make this site a habit.

☆This site is a one-time stop only; travelers won't be back.

Home

Lesson Topic

Project-Based Research

Contributed by:

Susan Maxam
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semaxam@comcast.net

Objectives

- Assess own learning needs in terms of knowledge of learning theories.
- Develop plan of study including research topic statement, objectives, content to be learned, and assessment plan.
- Create multimedia presentation of learning theory (what was learned).
- Present multimedia presentation of learning theory to peers and instructor.

Grade Level Recommendation

This assignment is designed for the college-age business education preservice student. However, the scenario and process may be tailored for any grade level from elementary to university.

Resources/Materials Needed

Word Processor
Access to Internet and search engines
Computer; appropriate software; and demonstration equipment.

Prerequisites/Skills Needed

The students should be able to use Office suite software, web design software, and/or other emerging technologies.

Project-Based Research

Assignment/Student Directions

After a short introduction by instructor on student-centered learning, engaged learning, and brain-based learning or other learning theories, students will self-assess their knowledge on each of the topics and chose one of the topics for more in-depth study. They are to develop a plan of study including a problem statement of their personal research including project objectives, project plan, and individualized assessment rubric. The plan of study must be approved by the instructor before the project begins.

Note to Instructor

The plan of study is a very important first step in that students analyze their own knowledge of a content area, problem solve to determine what needs to be learned, and then outline the steps they plan to take to learn the topic. In addition, they determine the delivery medium for the final report and how they want to be evaluated on their work, creating a grading rubric. Some students will want to be graded on the process as well as the product while others will only want to be graded on the product. Students are encouraged to look at a software or multimedia software that they are not familiar with and learn a new delivery medium while presenting their content research results.

Evaluation/Assessment
Students develop their own assessment rubric, defining how they want to be assessed--the research itself in a written report in addition to a demonstration to the class of their project results. The minimum requirement is that students present their findings to their peers using some technology format.

If lesson is adapted to Grades 9-12 with grade-appropriate research topics, NETS Standards and Performance Indicators 9-12 are:

Standard	Performance Indicator	
2	1.	Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs.
2	3.	Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole.
3, 4	5.	Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence).
4, 5, 6	7.	Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity.
3,5,6	8.	Select and apply technology tools for research, information analysis, problem-solving, and decision-making in content learning.
4, 5, 6	10.	Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.

If lesson is adapted to Grades 6-8 with appropriate research topics, NETS Standards and Performance Indicators:

Standard	Performance Indicator

3, 5	4.	Use content-specific tools, software and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research.
4, 5	7.	Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom.
5, 6	8.	Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.
2, 5, 6	10.	Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.

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Lesson Topic

Animating GIFS

Contributed by: **Christine Memler**
Glenbrook High School
Glenbrook, IL
cmemler@glenbrook.k12.il.us

Objectives

- Create animated GIF of student initials, demonstrating basic animation techniques.
- Create animated GIF modifying or transforming an original GIF.
- Build a multi-framed GIF with a story line.
- Explore skills need for a Graphic Arts career.

Grade Level Recommendations

This lesson is appropriate for all levels of students including middle school, high school, and postsecondary. These assignments were created for grades 9-12 but can be modified for appropriate grade level.

Resources/Materials Needed
Computer
Draw or Paint software
Browser
GIF animation software (such as Freeware; GIF Builder/MAC, MS GIF Animator/Win)

Prerequisites
Ability to create graphics in a draw/paint program.

Assignment/Student Directions

Animating GIFs

Beginner:
For the first animated GIF, use the text tool to create your initials. Save this file. (Check the GIF animation software to see what file extensions it will recognize.) Using the software's transformation menu, rotate the initials 45 degrees. Save this file with a different filename. (Add a "1," this time, a "2" next time, and so on.) Rotate another 45 degrees and save. Repeat process until there are eight files. Drag or import the eight graphic files into the animation software. Put the files in order of creation. Adjust the background color, disposal method, interframe delay (timing), and loop options. Preview the animation within the software. Save as a "GIF" when finished.

Intermediate:
After successful completion of the beginning GIF animation, an intermediate animation is assigned. Students will create a 3-4 frame GIF that will require modification of an original graphic. Begin with a small graphic. This can be created by the student or borrowed from clip-art. (Suggestions include a firecracker, eye, smiley face, or a single-line bird.) Always have a copy of the original saved as a separate file. Begin by modifying the graphic using the Paint tools. Using the eye as an example, select the iris and move it to the left. Remove extraneous pixels and add pixels where necessary, to make the new image look crisp. Save this file with a different file name. Again, select the iris and this time move it to the right side. Clean up the image and save. Drag these files into your animation software and modify as necessary. Students will learn the importance of placement, timing, and flow of animation.

Advanced:
Now that the students understand basic animation principles, a more advanced project is assigned. This will be a "multi-framed" GIF that is usually more than five frames. Students create or select an image. Modifications may include smoother movements, the addition of new images, adjustment of color. Often these animations have a story line. In general, the more frames that are used in this advanced GIF, the smoother the animation. This is where creativity blossoms!

Samples of Student Animated GIFs		
Marilyn Lee - Sample 1	Chris Summerfelt	Justin Look
Marilyn Lee - Sample 2	Nilay Patel	Dori Walstrom
Cory Hinz	Iori Suzuki	

Evaluation/Assessment
The majority of the grade is based upon following directions, with balance being creativity/effort. Basis elements to consider are the correct number of frames, smoothness of animation (stationary objects stay still), timing events, and uniqueness.

NETS Standards and Performance Indicators for Grades 9-12:		
Standard	Performance Indicator	
3, 4	5.	Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence).
3,5,6	8.	Select and apply technology tools for research, information analysis, problem-solving, and decision-making in content learning.

NETS Standards and Performance Indicators for Grades 6-8:

Standard	Performance Indicator	
3, 5	4.	Use content-specific tools, software and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research.
5, 6	8.	Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.

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Emerging Technologies

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Section 5: Learning Activities Focusing on Creating and Using Web Materials and Building and Troubleshooting Computers		
Unit Topic	**Grade Level**	**Contributor**
Two-Semester Internet-Related Projects Developing a personal and informational web pages Critiquing Web Sites Researching HTML Experimenting with Software Using Search Engines Creating an Online Magazine Creating News Anchor Spots Communicating with Keypals in another country Comparing Keypal living styles Entering computer ThinkQuest contest Creating an online resume Building a computer from scratch Installing and downloading software Applying JavaScript	postsecondary secondary middle school	Cincinnatus Central School District Submitted by Nicole Rice Cincinnatus, New York

The National Office of Delta Pi Epsilon is located in Little Rock, Arkansas. For more information, please contact: the National Office.

Section 1	Introduction - Emerging Technologies ... from Computers to Voice Technology to ...
Section 2	Internet Learning Activities Focusing on Careers and Career Exploration

Section 3	Learning Activities Focusing on Internet Research to Conduct Business
Section 5	Learning Activities Focusing on Creating and Using Web Materials to Building and Troubleshooting Computers
Section 6	Learning Activities Focusing on Using Voice/Speech Recognition as a Tool in Inputting Documents

Home

Lesson Topic

Two Semester Internet-Related Projects

Contributed by:

Nicole Rice
Cincinnatus Central School District
Cincinnatus, NY 13040
nrice@cincynet.cnyric.org

Objectives

- Create personal home page demonstrating appropriate design and layout of text and graphics.
- Critique web sites reviewing graphics, layout, and related linked sites.
- Research new HTML tags, tips, and tricks from HTML writer's document sources and present new HTML ideas orally to classmates.
- Review software package and learn shortcuts, tips, and tricks to save time.
- Research history of software package, and prepare presentation for class.
- In teams of two, compare search engines for quality and quantity of search matches.
- In teams, create online cybernews magazine, and manage all aspects of online production and story deadlines.
- Create and present presentation slide show of news spots for a local television station.
- Create a three-fold brochure of a country displaying pictures, maps, and cultural notes of interest.
- Communicate with keypals in another country and compare and contrast living styles of the two countries, and organize data into mini-web pages for exchange between keypals.

Grade Level Recommendations

These Internet-related project ideas are designed for secondary students in computer-related classes. The projects may be adapted for postsecondary and/or middle school students, as appropriate. These project ideas are used within two semester computer-related classes.

Resources/Materials Needed

Access to computers with HTML browser
Software for web page development, presentations and word processing
Access to Internet and e-mail

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Two Semester Internet-Related Projects

Assignment/Project Ideas

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9 weeks

WWW Homepage - Students are to create a personal homepage and upload it to the Internet. (NOTE: Not all schools have a personal web site, but free ones are available on the Internet for educational use.) Items to include on the page are: fonts, scanned images, animated graphics, hypertext links, e-mail address links, counters, unique backgrounds, divider lines, and other design and layout features. Throughout this nine weeks, mini lessons will be provided on adding special features to the pages such as organizing page layout using tables, centering text to the middle of a graphic, adding sounds or videos, and more fun stuff. Students are also asked to share new HTML tags and shortcuts they discover while working on their page. This can be done by viewing other online page's document sources from major companies like toyota.com to other individual's pages created by students their own age at other schools.

Equipment Used in this Project

1. Individual training on how to use the digital camera for producing images to add online.
2. Tips for using the full-page color scanner, such as scanning images with less dots per inch so that they load faster online.
3. Recording sounds as WAV files with the computer's microphone.
4. Lessons on using the QuickCam to make digital videos.

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2 weeks **Web Site Critique** - In preparation for creating their own WWW homepage, students will critique three or more sites regarding graphics, fonts, hypertext, colors, identification of related sites to link to, 3D effects, animation, content, and other design features. A variety of sites must be observed in their report including individual personal pages, non-profit organizations, small businesses, and large corporations.

2½ weeks **HTML Tips and Tricks** - By researching online, students are to discover new HTML tags, tips, and tricks from other HTML writer's document sources. The tags must be ones not already taught in class or short cuts for commonly used tags or web page layouts. Once 5-8 ideas have been found, students are to organize their findings into a five-minute presentation to share with their classmates. The presentation may be in the form of a mini web page or a PowerPoint slide show as long as the tips given are also demonstrated showing the steps for how to use them. This may be done in groups of two for teamwork practice.

2½ weeks **Software Tips and Tricks** - Students will be given 3-4 days to experiment with their favorite software package to learn shortcuts, tips, and tricks to save time when using the software for real purposes. Using the help menu of the software packages will be highly stressed in this lesson. Students will also be asked to go online and research the history of the software package. Background information to include could be when the product was first introduced, what versions have evolved, who makes the package, is the package a number one seller, what are competitive packages, and how much does it cost? Once information is organized and at least five shortcuts are found, students present the findings in a five-minute presentation to share with their classmates using a PowerPoint slide show.

2 weeks **Search Engine Investigation** - In this activity, students will learn to use various search engines at an advanced level. Search software makes it easier to find resources you want and need. Knowing how to use search engine operators and tips can *narrow* down search results and make researching faster and easier. Students first are to visit four different search engine sites and print out the search operators and tips and tricks for advanced searching. Next they will fill in the example table below to do a comparison of which search engine performed the best under the same search conditions. Comparison results are then shared with their classmates in a 2-3 minute presentation. This could be done in groups of two for teamwork practice.

	Number of Matches	Easy to Use? Yes or No	Is the Information Up-To-Date? Yes or No	Operators or Tips Used
www.altavista.com				
www.excite.com				
www.webcrawler.com				
www.yahoo.com				

8 weeks **Online Magazine (CyberNews)** - This project is taken from the Discovery Channel and discovey.com titled cyber news Staff. Students are divided up into one of four teams listed below and assigned to roles within each team. The goal of the cyber news Staff is to create an online magazine using HTML or Microsoft FrontPage. The magazines must be informative and well organized through hypertext links to information including other reference sites, pictures used that match the content of the articles, e-mail links to the magazine editors and more. The magazine will be posted live as part of the school's homepage.

The main objective of this two-month project is for the teacher to step back for consultation only and allow the managers to manage the teams. This includes everything from to do lists for each employee to weekly goals and story deadlines for all teams.

Ideas for different sections of the magazine Include:

1. Tips and tricks
2. Links to other related sites
3. Identify trends present, past, and future
4. World or USA maps showing locations involving the topic
5. Famous people involved
6. Charts (use Excel) showing statistics
7. List of newspaper reports discussing the topic
8. Demonstrations on the topic using the QuickCam
9. Video clip demos found online
10. Sound clips that get the reader in the mood for the topic
11. Ten reasons why or why not to do something
12. Pictures of staff members and their titles
13. Letter from the Editor section

"Techies" Team	"Investigators" Team
▪ Generate the HTML content for the page. ▪ Work closely with the Designers to formulate page layout. ▪ Work with the Data Managers to assist in keeping the site updated. **Coders** are responsible for HTML coding the edited stories. **Proofers** are responsible for proofreading the HTML coding for errors and correcting the errors.	▪ Gather information for the site. ▪ Check out other sites for possible links. ▪ Checks to make sure the information for their story is correct and current. ▪ Presents finished work to Data Managers. **Reporters** are responsible for researching the topics and writing the stories before the deadline. They are responsible for seeking related web sites to enhance each article in the cyber newsletter.
"Data Managers" Team	"Designers" Team
▪Collect and organize incoming data into classifications. ▪ Set limits on the amount of text and number of images per page. ▪ Update the site and verify how the site is navigated with Designers and Techies. **Editors** are responsible for topics that need to be researched for the CyberNews. They are also responsible for timelines and deadlines on stories. **Co-editors** are responsible for researching the topics and editing the stories for accuracy of fact and grammar. Once the stories have been edited, they need to be rewritten by either the reporters or co-editors. **Webmasters** are responsible for submitting the CyberNewspaper to the local Internet Service Provider or their instructor. They are responsible for reporting on how well the CyberNews Team collaborated.	▪Coordinate with everyone to add "flare" and "punch" to the site through the use of graphics, art, sound, and video. ▪ Work through changes in site structure as the site grows. ▪ Work with Data Managers and Techies in determining how the site is navigated. **Artists** are responsible for creating or finding artwork that fits the edited stories. **Layout Designers** are responsible for the "look of the cybernews. They are the people who decide background color for web page and positioning of graphics and other artwork.

3 weeks **News Anchor Spot** - This is a group project where students are to work in teams of two to produce a 10-minute news spot for a local television station. Using PowerPoint slide-shows, students can have the effect of talking live, while slides flash behind them representing the topic of discussion. Ideas for discussion could be: movie reviews, current events, crime, a town or school issue, politics--what the president is up to, and more. Images for slides can be found online or using the graphic CD-ROMS and then edited in Adobe PhotoShop to better match the anchor's exact discussion. Both students must play the role of the anchor, either by talking together in turn, or separately as the other member runs the slides. The QuickCam for making video clips will be utilized in this project for prerecorded scripts.

3 weeks **Country/Keypal Brochure**- Students are to present graphically with surrounding text a country of one of their corresponding keypals in a PageMaker three-fold brochure. Things to include in the brochure are a highlighted picture of the place using a world map, a self-designed street map of one town or city in the specified country, cultural pictures, and any other graphics that help represent the location in reference to the whole world. Pictures, maps, and cultural notes can be found online and on CD-ROMs. Keypal information may include any pictures received via e-mail, quotes about living day to day, facts or opinions about school life, holiday traditions, and where one goes for fun on weekends. Any other social, economic, or political issues that may be similar or different from our style of living in the United States may also be included. Using column guides to create the layout for a three-fold brochure will be taught before beginning this project.

3½ weeks **Keypal Comparison** - Once students have established regular contact with three or more keypals from other states and countries, a comparison of living styles may be done using a mini web page. Students gather information in two ways: (1) by doing research on the contact's state or country online and (2) by asking questions of their keypals who actually live in these areas.

Example questions may be:
What is the capital of Sweden?
What is Australia's primary language?
How many years must each child attend school in Africa?
In India which animal is considered sacred? Explain please.
What is the unit of currency and its symbol in England?

Students are to compare and contrast all information found and organize the data into a short 3-4 page web page. This could be done as a group project, since many students have keypals in the same states or countries. Students could share the responsibilities for gathering data and writing HTML. At the close, students present their homepage to the class in a 3-5 minute showing of their homepage live online.

Ongoing **Read One Computer Article Per Month** - Each month as the new issues of *PC Novice*, *PC Today*, and other paper or online magazines arrive, students are to read one article and share it with other computer students. The content should be reported to students as a 3-5 minute oral presentation summarizing the content in an understandable format for the audience at hand. Content may include a faster computer chip now available or a just-released new version of the Windows operating system.

7 weeks **ThinkQuest Contest (Part I of II, Oct – Jan)** - ThinkQuest is an Internet-based competition where teams of students create award winning educational websites on subjects ranging from investing to nutrition to the Himalayas. All information needed to enter is included on the ThinkQuest website (http://www.thinkquest.org). This contest offers a new way of learning that links students and teachers worldwide and connects them to a virtually unlimited store of human and information resources. It motivates students to develop academic skills in a dynamic and challenging environment. It provides them with a unique opportunity to create valuable multimedia education tools for the use of other students around the world. These opportunities did not exist before the advent of the Internet and its associated technologies.

Some general rules:

1. Yearlong contest running from October to August
2. Entry applications due around Oct 19
3. Parental permission is required by all team members
4. Uploaded websites due to ThinkQuest around August 15
5. A team consists of two-three students aged 12-19
6. One – three coaches per team, usually teachers
7. A coach may coach more than one team and more than one student on a team
8. September – October all entries are reviewed, in November finalists are honored
9. There are five categories for educational websites:
    - Arts and Literature
    - Science and Mathematics
    - Social Sciences
    - Sports and Health
    - Interdisciplinary
10. Teams made up of students from more than one school in the U.S. and/or internationally with different languages, Teams made up of students from more than one school in the US and/or internationally with different languages, nationalities, genders, and ages are encouraged.
11. Award scholarships may be provided.

Students will be encouraged to:

- ☐ Find one team member outside of their district at the "Meeting Places" link on the ThinkQuest site or at other area high schools.
- ☐ Look at past contest entries to brainstorm an idea for their own site entry.
- ☐ Study best web site lists found in computer magazines or online at places like cnet.com for design ideas.
- ☐ Work respectfully with each other and their coach.
- ☐ Organize weekly to do lists and set long-range goals to meet contest deadlines.
- ☐ Assign team members to certain responsibilities so all members know their particular jobs and can ask others to do work for them as needed.
- ☐ Have weekly meetings to make sure all team members are working collaboratively, have specific assignments, and so no one has down time waiting for new work.
- ☐ Use all the resources that are available to them including the multi-media computers, scanner, QuickCam, digital camera, contacts from around the world via e-mail, and other technology and online resources they discover.
- ☐ Learn JavaScript to make their site interactive.
- ☐ Enroll in two semesters of computer-related classes because the contest runs through an entire academic year.
- ☐ Spend time outside of class working on the site.

1 week	**Online Resume** - In preparing for upcoming college applications or job interviews students are to design an online resume that can be uploaded to the school web site or to free web sites, as appropriate. **Written parental permission must be given before resume data may be posted on the Internet.** Before designing resumes, students must research online recommendations for proper resume format, look at other online examples, and organize their own information. As a result, students then post professional, accurate resumes that can compete with other applicants and give a good first impression that lands them a job interview via e-mail or in person. If requested, students may also take time to look for scholarships and awards online to help with future college expenses.
1 week	**Build a Computer From Scratch** - To acquaint students with hardware configurations that are challenging, students will be given a Hewlett Packard multimedia computer that is disassembled with all parts pulled out of the machine such as the system board, CD-ROM, floppy drive, sound card, video card, and other parts. To start, the Windows operating system will be loaded on the hard drive and all hardware configured properly so they can test if they have put all parts back in the machine properly. Then students will be asked to format the hard drive and install the Windows operating system. Next, students will be shown how to network the machine to the school's server using a network interface card and client for Microsoft networks software. From there, they are to go online for any drivers they need to get all parts working again. Students then are to select two hardware items of their choice to set up and test that they are working properly. This may include a: - Laser printer - Scanner - Digital camera - CD-Writer - QuickCam - or other peripheral **Next step after computer is reconfigured...**
1 week	**Software Installs and Downloads** - In preparation for students working independently on computers at home, in an office, or in a college computer lab, a few days will be spent on software installations and downloads. Items to be covered include: 1. Software installs like Microsoft Office or Adobe PhotoShop. 2. Downloads such as Netscape or an anti-virus program update.

Side Notes:
1. In an advanced computer class, students might work with Windows NT networking.
2. Once students have learned hardware and software installs, students will be asked to troubleshoot software and hardware problems to help make equipment run better in the school labs and individual classrooms.

3 weeks **JavaScript** - Once students have mastered HTML, JavaScript will be introduced for the purpose of adding interactivity and automation to their homepage designs. Not only will this skill make students more marketable, especially at a high school graduation level, it will provide them with the means to make their ThinkQuest entry more competitive and meet the judge's request for interactive web site submissions. This also gives students their first look at scripting languages, which is a strong base for JAVA or C++ programming, should they go into the computer science field. Some of the scripting skills covered include teaching an image to roll over, creating a cycling banner, and creating a JavaScript slide show, order forms, test fields, and radio buttons. First a few examples of JavaScript will be completed for training and then students will be asked to complete two JavaScripts of their own.

1 week **Study How To Buy a Home Computer** - Students are to spend 3-4 days gathering data on how to buy a home computer including all specifications such as memory, how large the hard drive should be, video output, CD-ROM speed, tower or desktop model, printer, etc. Then with the remaining time, the information should be posted online as part of the computer section on the school homepage. Pricing and descriptions for the equipment should be included.

6 weeks **Final Project** - Using HTML and Microsoft FrontPage students are to create from scratch an informational WWW page on a topic of their choice. This web page must include all of the features they have learned throughout the course such as sound clips, animated images, video clips, layout and design tips, and critiques of sites on what works and what doesn't, to provide a professional and outstanding final product.

Home page topics may include:
1. Endangered Species
2. Techno Music
3. Sex Prevention and Teenagers
4. A collection of *.gif and *.jpg files and tips on how to make and use them on web pages
5. A reference page with links to zip codes, phone numbers, or weather stations and much, much more.

Once complete, students present their home page live to their classmates in an 8-10 minute multimedia presentation. Both the HTML writing and 8-10 minute presentation will be graded. Students will also be graded on their audience participation. Each student must ask at least two questions throughout the week of other's presentations and good listening skills will be included in this mark.

NETS Standards and Performance Indicators for Grades 9-12:

Standard	Performance Indicator	
1	1.	Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs.
1,2	2.	Make informed choices among technology systems, resources, and services.
2	4.	Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology and information.
3, 4	5.	Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence).
4, 5, 6	7.	Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity.
3,5,6	8.	Select and apply technology tools for research, information analysis, problem-solving, and decision-making in content learning.

4, 5, 6	10.	Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.

Delta Pi Epsilon
National Honorary Graduate Society
Promoting Excellence in Research and Teaching for Business

Emerging Technologies

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Section 6: Learning Activities Focusing on Using Voice/Speech Recognition as a Tool in Inputting Documents

Unit Topic	Grade Level	Contributor
Voice/Speech Recognition Lessons Using Dragon Naturally Speaking Using Microsoft Office XP View an example of a state's standards with voice recognition as part of the Business Education Standards: Missouri Knowledge and Performance Standards as a web page or as a PDF file	postsecondary secondary middle school	**Kim Larsh** Mesa, Arizona **Bonnie Brockman** Jefferson City, MO **Bill Mitchell** Sun City, AZ

The National Office of Delta Pi Epsilon is located in Little Rock, Arkansas. For more information, please contact: the National Office.

Section 1	Introduction - Emerging Technologies ... from computers to voice technology to ...
Section 2	Internet Learning Activities Focusing on Careers and Career Exploration
Section 3	Learning Activities Focusing on Internet Research to Conduct Business
Section 4	Learning Activities Focusing on Using and Creating Web Materials
Section 5	Learning Activities Focusing on Creating and Using Web Materials to Building and Troubleshooting Computers

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Home

Lesson Topic: **Introduction to Voice/Speech Recognition**	**Contributed by:**	**Kim Larsh**, Mesa, AZ kdlarsh@mpsaz.org **Bonnie Brockman**, Jefferson City, MO bonniebrockman@home.com bonnieb_65109@yahoo.com **Bill Mitchell**, Sun City, AZ bmitchel@juno.com

Objectives

- Explore the features of voice/speech recognition software.
- Create a personal speech profile and develop voice skills.
- Apply voice/speech recognition skills to create a variety of documents.

Grade Level Recommendations
This lesson may be used for postsecondary, secondary, or middle school students.

Materials Needed
Access to voice recognition software: Dragon Naturally Speaking Preferred or Microsoft Office XP.
Timed writings with wpm markings for one minute

Resources

www.speakingsolutions.com
http://www.nde.state.ne.us/BUSED/bused/becurric.htm
http://www.edc.org/spk2wrt/

Summary/Directions for Teacher

Introduction to Voice/Speech Recognition

Voice/Speech Recognition is the newest inputting device and is becoming a more efficient means of entering text and commands into computers. While this technology is over 40 years old, the advancements made in the last few years have aided in making this product economical, relatively easy to master and use, and amazingly accurate in transcribing voice/speech into understandable commands and text.

Speech recognition technology is recognized as a tool. It may be integrated into any or all courses where keyboarding is used. Speech recognition competencies need to be met in order for students to use this tool efficiently and effectively. For an example of how this can be done, view the Missouri Knowledge and Performance Standards (as a web page or as a PDF File).

There are several voice/speech recognition products on the market including Dragon Naturally Speaking, Via Voice, and Microsoft's Office XP Speech Recognition Engine. These products are very similar and have many of the same features, which make voice recognition skills easy to transfer.

For this unit, students will have a choice between Dragon Naturally Speaking Preferred or Microsoft Office XP to develop their voice recognition skills including: creating a profile/enrollment, tuning the microphone, using the correction option, and adding and training words. Once the students have mastered these skills, they can use their voice to navigate and create/edit a variety of documents. (The voice productivity rate is usually around 140-160 wpm with 90-95% accuracy).

Introduction to Dragon NaturallySpeaking	Introduction to Microsoft Office XP

Speech Recognition Competencies

COMPETENCIES	MISSOURI SHOW-ME STANDARDS
A. Demonstrate Basic Skills:	
1. Adjust microphone properly	G2.7
2. Complete initial enrollment training	G2.7, CA1
3. Adjust audio settings when needed	G2.7, G3.1
4. Speak microphone commands clearly	G2.7, CA1
5. Enunciate words & punctuation clearly	G2.7, CA1, CA4
6. Save speech generated documents	G2.7
B. Correct Speech Errors:	
1. Undo errors immediately	G2.2, G2.7, G3.1, CA1
2. Select and deselect words	G2.2, G2.7, CA1
3. Substitute words	G2.2, G2.7, CA1
4. Spell words letter by letter	G2.2, G2.7, CA1
5. Select suggested words from correction dialog box	G2.2, G2.7, G3.1, CA1
C. Train Speech Errors Permanently	
1. Train unique words	G2.2, G2.7, CA1
2. Train unique phrases and names	G2.2, G2.7, CA1
D. Apply Speech Writing Skills	
1. Proofread and edit documents	G2.2, G2.7, G3.1, CA1, CA3
2. Capitalize, uppercase and lowercase text	G2.7, CA1
3. Generate numbers, dates, currency and time	G2.7, CA1, M1
4. Create numbered and bulleted lists	G2.7, CA1
5. Dictate multiple paragraphs	G2.5, G2.7, CA1, CA4
6. Compose multiple paragraphs	G2.5, CA1, CA4
7. Create business documents (ex. letters, memos, news releases, reports)	G1.8,G2.5, G2.7, CA1, CA4
8. Prepare employment documents (ex. cover letters, resume)	G1.8, G2.5, G2.6, G2.7, CA1, CA4
E. Apply Formatting Skills	
1. Apply bold, italics, and underline to text	G2.2, G2.5
2. Align text (left, right, center)	G2.2, G2.5
3. Indent text	G2.2, G2.5
4. Change font type, color and size	G2.2, G2.5
5. Navigate document by moving character by character, word by word, line by line and paragraph by paragraph	G2.2
6. Select, delete and move text (word by word, line by line and paragraph by paragraph)	G2.2
F. Transfer Speech Skills To Other Applications	
1. Apply speech skills to word processing applications	G1.8, G2.5, G2.7, CA1, CA4
2. Transfer text fromone software program to another	G1.8, G2.5, G2.7, CA1
3. Create tables	G1.8, G2.5, G2.7, CA1
4. Create e-mail messages using speech	G1.8, G2.5, G2.7, CA1
5. Create PowerPoint slides using speech	G1.8, G2.1, G2.5, G2.7, CA1, CA6
6. Use speech in spreadsheet software	G1.8, G2.1, G2.5, G2.7, CA1, M1
7. Use speech with Internet browser	G1.4, G2.7, CA1
8. Manipulate the operating system using speech	G1.4
G. Demonstrates Speed And Accuracy	
1. Speaks text at 100 words per minute or faster.	G2.7, G4.5
2. Maintains an accuracy rate of 97% or better	G2.2, G2.7, G4.5
3. Trains/corrects errors to increase accuracy on repeat timings	G2.2, G2.7, G4.5

Speech recognition technology is a tool. It may be integrated into any or all courses where keyboarding is used. Speech recognition competencies need to be met in order for students to use this tool efficiently and effectively.

View the Missouri Knowledge and Performance Standards: http://www.dese.state.mo.us/standards/

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October 2000

Home

Assignment/Student Directions

Introduction to Dragon NaturallySpeaking

Just like keyboarding, voice recognition is a skill that takes time and practice to develop. Don't expect immediate perfection. The software needs some time to recognize your unique voice patterns, and you need time to learn the software features and commands. The following exercises will help you develop your voice/speech recognition skills using Dragon Naturally Speaking Preferred.

Table of Contents	
Install Dragon Naturally Speaking Software	Set up and Configure Your Microphone
Create a Speech Profile	First Dictation Exercise
Correcting and Training Speech Errors by Voice	Teaching NaturallySpeaking a New Word
Dictating Symbols and Special Characters	Training Misrecognized Words and Commands
Capitalizing Text	Dictating Numbers
Dictating a Timed Writing	Dictating a Memo

Install Dragon Naturally Speaking Software.

If DragonNaturally Speaking is installed, you will see a Dragon icon on your desktop. If the software is not installed, complete the following steps:

1. Open Add/Remove Programs as follows: click on **Start** (lower-left corner of the screen), point to **Settings**, click on **Control Panel**, click on **Add/Remove Programs**.
2. Double click **DragonNaturally Speaking.**
3. Click **Add or Remove**, and then click **Next**.
4. Follow the **installation wizard** steps for a **typical installation**.

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Set up and Configure Your Microphone

Proper microphone setup and configuration are critical elements in voice/speech recognition applications. There are two types of microphone headsets. One type of headset uses the internal sound card within the computer. The other type connects to the computer through a USB port.

A high quality headset enhances speech recognition accuracy. The headset recommended for use with speech recognition software is Plantronics; they market both types of headsets. If you are not sure about the quality of your sound card, use a USB microphone.

To set up and configure your microphone, proceed as follows:

1. **Position the microphone** a thumb' s width from the corner of your mouth.
2. In the Manage Users Dialog Box (if not on screen, click Users in top right of toolbar and select Manage Users), select **New**. Enter your first and last name and click next.
3. Follow the **software wizard** to complete a **New User Speech Profile.**
4. During the **audio check**, click on **start volume check,** speak continuously until you hear a beep. Click on **next**, click on **start quality check** and again speak continuously until you hear the beep. Check the **speech-to-noise-ratio number** anything above 16 passes.

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Create a Speech Profile

A speech profile stores information about the sound of your voice, word pronunciation, accent, and speaking manner. When setting up a profile for the first time, a training dialog box may appear. If this dialog box does not appear, choose Train User from the Dragon menu bar and choose a script.

Reading the training script

- read in complete sentences – do not wait for the arrow
- pronounce each word clearly -- as though you were a newscaster reading the news
- speak at a normal, comfortable pace and tone
- after reading all of the training script, click finish to process your voice profile

Dictation Tips

1. Pronounce each word clearly.
2. Try to speak in phrases or sentences.
3. Dictate all punctuation marks.
4. Do not try to correct or train words in the beginning – you will learn that later.
5. Say commands as though they were one word. Ex**. *newparagraph***, not *new<pause>paragraph.*
6. If the software does not recognize the word you are speaking, say "**scratch that**" or "**select <word or words>**" and try saying the word again or in a phrase. If the problem persists, move on to other words until you learn to correct and train words.
7. To clear the screen, say "**select all**" and then "**delete that**."
8. To delete a line, make sure your cursor is on that line and say "**select line**" and "**delete that**."

9. To delete the word or phrase that was just spoken, say "**Scratch that**" or "**undo that.**"
10. To pause the mic, say "**Go to Sleep**" and "**Wake up**" to reactivate it.
11. If you take a break, turn microphone off permanently by clicking the microphone icon on the Dragon toolbar. When you replace your headset, **always do an audio check** (On the Dragon toolbar, Click NaturallySpeaking, Advanced, Check Audio and follow the instructions.) Background noise or the mic position can change between audio checks.

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First Dictation Exercise

Turn microphone on by clicking the microphone icon on the toolbar.

Before dictating, always do an audio check. Say "**Click NaturallySpeaking, Advanced, Audio Check**" (This can be done using the mouse also.)

Say "**Start DragonPad**" if it did not open automatically when the Naturally Speaking started.

Say "**Click maximize**" if the application is not already maximized.

Activity: Dictate the following sentences. Do not worry about mistakes or saving. This activity is to give you experience speaking and enunciating your words clearly. To undo or erase the word or phrase you just said, say "Scratch that" or "Delete that." Do not dictate the words in italics.

I am using speech recognition software (comma) and it is fun (exclamation point) [New Line]

I can speak faster than I can type (period) [New Line]

[Go to Sleep] (*Notice the microphone icon in the toolbar -- this pauses the microphone.*)

[Wake Up] (*This activates the microphone again.*)

[New Paragraph]

[Wake Up] (*activates the microphone again)*

It was good to see you last week. I really like the book you gave me, and I plan to give it to my sister when I am finished reading it. (period)

[Select week] *(pause)* night

[Select sister] *(pause)* brother

[Go-to-end-of-line]

[New Paragraph]

[Go to Sleep] *(pauses the microphone)*

Practice moving around the document by speaking the following commands:

[Go to top]

[Select line][Delete that]

[Go to bottom]

[Insert after brother] (comma) Tom (comma)

[Move up one line]

[Move right two words]

[Select book-you-gave-me] little book you sent to me

[Select last night][Move right one] in Chicago

[Go to bottom]

[Select all] [Delete that]

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Correcting and Training Speech Errors by Voice

Correcting words using the correction box:
Select the misspelled word – a correction window should appear and you can say "Choose <number>" for the appropriate word that should be substituted. (If the correction does not automatically appear, say *Correct That or Spell That*, then if the correct spelling of the word is not showing in the list, start spelling the word until you see it in the list. Then say "Choose <number>."

Activity: Dictate the following sentences and correct any misrecognized words: (Remember, say *Select <word>* or *Select Previous/Next Word*) After making the correction, you can move to the end of the line by saying "*Move to/Go to end o line.*"

The two girls are going to the movies, too.

Do you know when the paper is due?

There are several ways to use the words to, two and too.

They're, there and their sound alike but are spelled differently.

(You can say "select to" and then say select again or move left two words, select previous/next word, etc. until you get to the word you want to change.)

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Teaching NaturallySpeaking a new word:

When you say a new word that is not in the software vocabulary, the software will type it wrong. Say *Correct that.* When the correction window appears type or spell by voice (this works best if you run the letters together and do not pause between letters) the unique word to be trained. Say *Press Enter.* Try saying the word again. If Naturally Speaking still does not recognize the new word, select the word and say "Spell that," and type or spell it again in the correction window, but this time say *Train*. Say *Record* and then repeat the word correctly. Say *Done, OK.* Try saying the word again. Repeat the sentence. If it does not recognize it again, say select <word> and "Spell that" - begin spelling a few letters until you see the correct word in the selection list. Say Choose <n> to select the correct word.

Activity: Dictate the following sentences and train the unusual words:

The little people were called munchkins.

His dog, Perkle, jumped in the old wagon.

Claribell is a famous clown.

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Training misrecognized words and commands:

When NaturallySpeaking continually misrecognizes a word, phrase or command, you should use the Train Words option in the NaturallySpeaking menu. Say *Click NaturallySpeaking, Words, Train Words.* Type the word, phrase or command in the dialogue window and click OK. Click record (or say *Click Record*) where you can pronounce the word. This word will be added to the vocabulary. To train a command, be sure to capitalize the words exactly as listed in your textbook. Use this dialogue box to train unique words that is not listed in the software vocabulary.

Activity: Try training unique words - your name, family names, hometown, school name, etc.

If you want to train a word or command that is already in the vocabulary, go to the NaturallySpeaking menu, choose Advanced, Edit Vocabulary. Select the word or phrase you want to train and click the Train button.

Say all the words you trained several times and re-train any words that come up incorrectly then dictate following sentences:

I go to school at (*name of school*). (new line)

My teacher's name is (teacher's name)

I was born in *(hometown)*.

My family members names are: ______________________________.

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Capitalizing Text:

The voice recognition software will capitalize the first word of every sentence and often many proper names. However, you need to understand your capitalization rules and may need to tell the computer when to capitalize certain words.

You can capitalize words with your voice by saying "cap that" or "all cap that" OR Capitalize previous/next word, Capitalize this line, etc... Practice the capitalization commands by dictating the following school names.

Dobson High School

Mesa High School

Mountain View High School

Red Mountain High School

Skyline High School

Westwood High School

Now dictate the schools again but make them all uppercase.

DOBSON HIGH SCHOOL

MESA HIGH SCHOOL

MOUNTAIN VIEW HIGH SCHOOL

RED MOUNTAIN HIGH SCHOOL

SKYLINE HIGH SCHOOL

WESTWOOD HIGH SCHOOL

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Dictating Symbols and Special Characters:

Symbols are easy to dictate. However, if you have trouble with any symbol you can train it just like words. (Just type the symbol in the train words box, click train, notice the symbol with the correct pronunciation will appear, click record, dictate symbol, click done).

Try dictating the following symbols: Reminder...Say "Tab key" between each symbol and "New Line" at the end of each line.

' apostrophe [Tab key]	: colon [Tab key]	; semi-colon [New Line]
" Quotation Mark]	? Question Mark	! Exclamation Mark

# number sign   % Percent   & Ampersand or and sign
$ dollar sign   (left parenthesis   ) right parenthesis

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Dictating Numbers:

Numbers are also easy to dictate. Dates, phone numbers, currency, and times of day will often appear in the correct format. If numbers 0-9 are formatted incorrectly (for example, nine appears instead of 9) you may need to say the word **numeral** before the number.

Example: Say "one" now say "numeral one". Notice when you said **one** it may have typed **one** and when you said **numeral one** it typed **1**.

Single numbers:

Dictate the following numbers

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19

20 50 105 320 575 1,010 50,000

Currency:

Dictate the following currency by saying (_______dollars and _____ cents)
Example: (Seven dollars and 75 cents *will show* $7.75)

$5.15 [Tab key] $123.25 $1,366.00 $1,350,000.00

Dates:

Dictate the following dates by saying (month date year or month slash date slash year) Example: June 10 1962 *will show* June 10, 1962 or 6 slash 10 slash 1962 *will show* 6/10/1962

Times:

February 14, 1996 [Tab Key]	2/14/96
May 16, 2001	5/16/01
August 21, 1961	8/24/61

Dictate the following times by saying the time along with AM or PM or O'Clock:

1:30 PM   5:15 PM   10:00 PM   2:20 AM   3:45 AM
3:00 O'clock   1:00 O'clock   7:00 O'Clock   12:00 O'Clock

Phone Numbers:

Dictate the following phone numbers without saying the hyphens:

472-4564   555-1212   480-472-0395   602-525-1223

Now dictate the following sentences: (Remember to say "period" at the end of the sentences).

My phone number is (*your phone number*).

My birthday is (*your birthday*) and I will be (*your age*) years old.

My address is (*your street address, city, state and zip*).

I earned $25.50 for doing yard work.

School starts at 8:05 AM and ends at 2:55 PM.

They have 35 horses, 20 fish, 5 cats, 7 birds and 2 hamsters.

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Dictating a Timed Writing

Choose a one-minute timed writing from a keyboarding textbook to determine your voice speed and accuracy.

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Dictating a Sample Memo

Dictate the following memo. Remember to say "all cap that" to make headings in all caps and dictate all punctuation marks. Proofread and correct all errors. Save as Principal Memo, print.

TO: [tab key] [tab key] (*your principal's name*)

FROM: [tab key] (*your name*)

DATE: [tab key] (*today's date*)

SUBJECT: [tab key] VOICE RECOGNITION SOFTWARE

I am a student in (*teachers name and class*) and we are writing letters with our voice to practice using voice recognition software. *[New paragraph]*

This software allows us to use our voice instead of the keyboard or mouse to create documents. We have learned what commands to use and how to train the computer to recognize our unique voices. *[New paragraph]*

We can now dictate words, numbers, symbols and a variety of formatting commands and the computer will type what we dictate or do what we command. This software works with many popular programs including, Word, Excel, PowerPoint, Outlook, Internet Explorer, Netscape, and many others. *[New paragraph]*

I just took a one minute timed writing and achieved (*your speed*) wpm with (*your accuracy %)* accuracy. Wow, this is fast!

Reminder

You have taken the first step in learning Dragon NaturallySpeaking. The more you use the speech recognition program, the more productive you will become in creating documents and navigating through your software. Remember, you can use the NaturallySpeaking Menu **Help** for additional guidance and suggestions.

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Install the MS Office XP Speech Recognition Program

Microsoft Office XP has a speech recognition engine included; however, it is not installed by default. You can install the speech recognition engine from within Microsoft Word 2002 by choosing **speech** under the **tools** menu, but it is better to do a custom installation as follows so multiple users can access the system.

1. Open Add/Remove Programs as follows: click on **Start** (lower-left corner of the screen), point to **Settings**, click on **Control Panel**, click on **Add/Remove Programs**.
2. Double click **Microsoft Office XP**.
3. Click **Add or Remove Features**, and then click **Next**.
4. Under **Features to install**, double-click **Office Shared Features**.
5. Double-click **Alternative User Input**, click **Speech**, click the down arrow, and then click **Run from My Computer**.
6. Click **Update**. (***You can tell the Speech Engine is activated when the Microsoft XP Language Bar appears at the top of your screen***).

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Set up and Configure Your Microphone

Proper microphone setup and configuration are critical elements in voice/speech recognition applications. There are two types of microphone headsets that include a microphone for voice input and one or two earphones for audio playback. One type of headset uses the internal sound card within the computer. The other type connects to the computer through a USB port. This port is generally located on the back of the CPU or in some cases on the front panel. The USB headset comes with a CD that must be installed prior to use.

A high quality headset enhances speech recognition accuracy. The headset recommended

(This page would not print from CD-ROM and was re-created in WordPerfect)

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2. Double click Microsoft Office XP.
3. Click Add or Remove Features, and then click Next.
4. Under Features to install, double-click Office Shared Features.
5. Double-click Alternative User Input, click Speech, click the down arrow, and then click Run from My Computer.
6. Click Update. (You can tell the Speech Engine is activated when the Microsoft XP Language Bar appears at the top of your screen).

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A high quality headset enhances speech recognition accuracy. The headset recommended for use with Microsoft Office XP's Speech Recognition engine is Plantronics; they market both types of headsets. If you are not sure about the quality of your sound card, use a USB microphone.

To set up and configure your microphone, proceed as follows:

1. If you are using a USB microphone, install the software that comes with the headset and plug the microphone into your computer's USB port.
2. Connect any other headset microphone to your computer's central processing unit (CPU). The locations on the CPU for making the connections generally have ports in the back with icons that indicate the microphone and speaker connections. Some computers have external speakers and a microphone used in conjunction with the computer monitor. Be sure to plug your headset jacks into the CPU and not into the monitor or speakers.
3. Put your headset on; position the microphone just to the side but not far from your mouth (within one inch). Do not position the microphone in front of your mouth so that you are breathing into it.
4. Once you position the microphone, keep it in that position. Moving it after it is adjusted can adversely affect the accuracy of your dictation.
5. Click Start (lower-left corner of your screen), point to Settings, click Control Panel, and then double-click Speech.
6. On the Speech Recognition tab, under Microphone, click Configure Microphone.
7. Follow the directions in the Microphone Wizard to configure your microphone and set the volume. .
8. When finished, click OK to exit the Microphone Wizard.

Your Microphone should be configured at the beginning of each day or any time the microphone recognition seems to be poor.

Troubleshooting

- If sound does not register, make sure the microphone is turned on. Some microphones have a mute switch.
- Also double check the jack connection(s) to be sure they are in the correct ports and pushed in all the way .
- For speech troubleshooting information, see online Help in any Microsoft Office XP program, or click the Help tab in Speech in the Control Panel.

Create a Speech Profile

A speech profile stores information about the sound of your voice, word pronunciation, accent, and speaking manner, as well as background noises. In school settings, a number of students will use the same computer, thus it is necessary that each user create his or her speech profile. If you move from one computer to another, you must create your speech profile on each machine and train it.

From MS Word 2002, complete the following steps to create your speech profile:

1. Click Start (lower-left corner of your screen), point to Settings, click Control Panel, and then double-click Speech.
2. Click the Speech Recognition tab.
3. Under the Recognition Profiles, click New.
4. Enter your name in the Window for Recognition Profiles. (If a name is already shown, type over this name to add your profile)
5. Click OK to exit.

Once your speech profile has been created, do the following to access your profile:

1. Open MS Word 2002.
2. Click on Tools in the Language bar.
3. Click on Current User from the drop down menu.
4. Click on your name.

Train Speech Recognition

Training the speech recognition engine is critical for improving accuracy. As you train the engine by reading the text aloud, it looks for patterns in the way you speak to help it interpret the words that you say. A training session takes about 10 minutes. While one training session provides good accuracy, it is recommended that initially you do two training sessions. As you use the speech recognition engine, it is continually being trained to understand what you say.

While training the engine for the first time, if you make a mistake when pronouncing a word, don't worry. Just keep reading aloud. If you are stopped by a word that the training wizard won't recognize, click Skip Word.

To train the speech recognition engine proceed as follows:

1. Be sure you have configured your microphone
2. Click Tools on the Language bar.
3. Click Training.
4. Follow the instructions in the Microsoft Speech Recognition Training Wizard.

When finished with your first training session, repeat the process as follows:

1. Click on More Training.
2. Click on a different passage to read than the one you did initially.
3. Click on Next and follow the instructions.
4. When done, click on Finish. This brings you to a blank MS Word screen.

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Dictation vs. Voice Commands

Dictation Mode—The computer will type what you say including punctuation.

Voice Command Mode—The computer will do what you tell it to do. In Microsoft Word 2002, you can use this mode to select menus, give menu commands, and pick options in dialog boxes by speaking them. You can also format text by saying "bold," "underline," or "italic," and navigate within a document with commands such as "tab" or "go up." You can also select text by using your voice. For example, you can say, "select next word," "select last word," "select next line," "select last line," or "select paragraph."

See the online Help in Microsoft Word for more information about commands

Once the speech recognition program has been activated, the language bar includes an icon for dictation and one for voice commands. If these two icons do not appear, click on the microphone icon, and they will appear. To create text for a document, click Microphone on the Language bar, and then click Dictation. This puts you in the Dictation mode.

There are voice commands you can use during dictation that enable you to work efficiently. The commands listed below can be used while you are in the Dictation mode of the Microsoft Office XP Speech Recognition engine.

Say	*To*
"New Line"	Start text on the next line.
"New Paragraph"	Start a new paragraph.
"Microphone"	Turn the microphone off.
"Tab"	Press the TAB key once.
"Enter"	Press the ENTER key once.
"Spelling Mode"	Spell out the next word. For example, say this before you spell out a company name or a person's name. Pause after spelling out the word to revert to normal dictation mode.
"Forcenum"	Enter a number or symbol instead of spelling it out. For example, say forcenum to enter the number "2" instead of "two." Pause after saying the number or symbol to revert to normal dictation mode.

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First Dictation Exercise

Dictate the following sentences to test the above. Do not worry about mistakes or saving. This activity is to give you experience speaking and enunciating your words clearly. Notice in the Dictation Mode, you need to pause slightly before dictating punctuation marks or commands. To undo or erase the word or phrase you just said, say "Scratch that." You can repeat this command to continue deleting text.

Click on Microphone and then Dictation

Dictate: I am trying Microsoft speech recognition for the first time Period New Line
Dictate: When I speak Comma the computer types what I say Period New Line
Dictate: This new technology is exciting Exclamation Mark New Line
Dictate: Now is the time for all good men and women to come to the aid of their country Period New Paragraph
Dictate: The name of the company in Saint Paul Comma Minnesota comma is Spelling Mode P - A - R - A - D - I - G - M and is located at Forcenum 3 - 7 - 5 Montreal Way Period New Line
Say Microphone to turn it off.

Check the transcription of your dictation. Do you have errors in the transcript, if so, there are a number of ways to address them: the errors can be corrected using the keyboard, you can train the engine to understand words that were not transcribed correctly, and/or you can retrain the engine by repeating the training session. Teaching the engine to understand selected words will be presented in the next section.

Notice that commas and periods were inserted by naming them as you dictated.

To use the Voice Command mode, turn on your microphone by clicking the Microphone icon on the Language bar, then click the Voice Command icon.
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Second Dictation Exercise
In the exercise that follows you will use the Dictation mode and the Voice Command mode to create text and then save it.

1. If your microphone is not turned on, click on the Microphone icon.
2. Click on the Dictation icon.
3. Dictate the following paragraph (for this exercise, do not be concerned about errors in transcription).

Why is voice input to the computer worthy of consideration Question Mark Voice input has distinct advantages over other methods of entering information into the computer Period Voice input is at least two times faster than using the keyboard to enter text Period It eliminates repetitive stress injuries such as carpal tunnel syndrome Period Other than occasional mouse maneuvers Comma voice input is a hands free application Period New Paragraph If you haven't tried using this method of input Comma now is the time to give it a try Period You will be glad you did Period Enter

4. Click on the Voice Command icon on the language bar.
5. Say the word File.
6. At the drop down menu, say the words Save As.
7. At the Save As dialog box, key the words Advantages of Speech Recognition.
8. Say the word Save.
9. Say the word File.

10. Say the word Close.
11. Say the word File.
12. Say the word Open.
13. Say the word Open again. The same document was opened that you had just closed.
14. Say the word Microphone to turn the microphone off.

Again, the purpose of this exercise is to identify the functions of the two modes used in Microsoft's Office XP Speech Recognition engine. Check the accuracy of the transcript of the two paragraphs you dictated. In the section that follows, you will have an opportunity to teach the speech recognition engine to correctly transcribe selected words.

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Correcting Speech Recognition Errors

As noted earlier, there are a number of alternatives for correcting speech recognition errors. They are as follows:

Retrain the System

1. Check the transcript for errors.
2. If you find that there are more five percent errors (five errors in five lines), retrain your system by clicking on Tools in the Language bar; click on Training.
3. Follow the instructions in the Microsoft Speech Recognition Training Wizard – select one of the readings you haven't done before.

Keyboard Corrections

1. Use the mouse to select the error or errors.
2. Type the correction.

Voice Correction – Spelling Over Errors

1. Select the error by using your mouse or keyboard.
2. In the Dictation mode, say "spelling mode," pause slightly, and then spell the correction. For example, if you dictate "sun," but the text is inserted as "son," spell over the error by saying "s-u-n."

Voice Corrections – Dictating Over Errors

1. Use the mouse or keyboard to select the error or errors, including one or two surrounding words on both sides of the error. For example, if you dictate: "This is another example sentence," and you see "This is an utter example sentence," select "is an utter example."
2. Say the words that you selected, including the correct version of the error. For example, say "is another example."

Correction by Selection

1. Using your mouse, right click an error.
2. On the shortcut menu that appears, click the correct alternative.
3. If the correct alternative is not listed, click More, and then click an alternative.

4. If the correct word is still not available, you can add the word to the speech recognition dictionary.

To add words to the speech recognition dictionary
a) Click Tools on the Language bar.
b) Click Add/Delete Word(s).
a) Under Word, type the word you want to add.
d) Click Record pronunciation and pronounce the word.

When the word is recognized, it will be added under Dictionary. You may have to say the word more than once before it is added to the list.

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Third Dictation Exercise

Follow steps a-d above to add the following words to your dictionary.
1. Your name
2. School
3. Hometown and state

Dictate each of these words to see if they transcribe correctly. If not, repeat the activity. Then, Dictate the following sentences:

My name is ____________________ Period New Line

I go to school at (school name) _______________ Period New Line

My hometown is and state is (city) _______________ Comma (state) ____________
Period New Line

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Fourth Dictation Exercise

Dictate the following paragraph:

Ann and Bill will celebrate Forcenum 50 years of marriage on August 30 Comma two thousand three Period They plan to have a celebration with family and friends in Phoenix Comma Arizona Comma at the Camelback Resort Period The next day Comma Ann and Bill and their three children and their spouses will fly to Fort Lauderdale Comma Florida Comma to begin a two-week Caribbean cruise that will take them through the Panama Canal Period New Line

Corrections

Correct the errors by using the two Voice Correction and Correction by Selection methods presented above. To eliminate the comma in 2,003 use the Voice Correction method for dictating over the error by dictating the year as two-zero-zero-three.

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Fifth Dictation Exercise--Timed Writing

Complete a one-minute timed writing from any keyboarding textbook to determine your speed and accuracy.

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Dictating a Sample Memo

Use the Dictation mode and the Voice Command mode to dictate and format the following memo. Proofread and correct all errors. Save as Principal Memo, print

TO: [tab key] [tab key] (your principal's name)

FROM: [tab key] (your name)

DATE: [tab key] (today's date)

SUBJECT: [tab key] VOICE RECOGNITION SOFTWARE

I am a student in (teachers name and class) and we are writing letters with our voice to practice using voice recognition software. [New paragraph]

This software allows us to use our voice instead of the keyboard or mouse to create documents. We have learned what commands to use and how to train the computer to recognize our unique voices. [New paragraph]

We can now dictate words, numbers, symbols and a variety of formatting commands and the computer will type what we dictate or do what we command. This software works with many popular programs including, Word, Excel, PowerPoint, Outlook, Internet Explorer, Netscape, and many others. [New paragraph]

I just took a one minute timed writing and achieved (your speed) wpm with (your accuracy %) accuracy. Wow, this is fast!

Reminder
You have taken the first step in learning Microsoft XP Speech Recognition. The more you use the speech recognition program, the more productive you will become in creating documents and

navigating through your software. Remember, you can use the Language bar Help for additional guidance and suggestions.

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